DOCUMENT RESUME

ED 162 456	EC 112 450

AUTHOR	Marx, Pat, Ed.; Hall, Perry, Ed.
TITLE	Proceedings of the Disabled Student on American Campuses: Services and the State of the Art. (A National Conference Held at Wright State University, August 21-25, 1977).
INSTITUTION	Wright State Univ., Dayton, Ohio.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	78
NOTE	308p.
EDRS PRICE	MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS	Architectural Barriers; Attitudes; *Conference Reports; Educational Research; Financial Support; Higher Education; Legislation; *Physically Handicapped; *Postsecondary Education; Program Evaluation; Program Planning; Services; *State of the Art Reviews

ABSTRACT

The document consists of proceedings from a national conference focusing on problems of the physically disabled student at the postsecondary level. Following a keynote address are papers and discussion summaries covering principles of program operation; accessibility; planning; services; attitudes; research, evaluation, and finance; and law. Among entries are the following authors and titles: "Planning for Programmatic Access on the Residential Campus--The MSU Experience" (T. McCauley); "Improving Access to Higher Education--With Special Emphasis on the Needs of Nonresidential Students" (G. Potter); "Short- and Long-Range Planning for a Comprehensive Service System" (K. Kloepping); "Preadmission Counseling--Planning Partnerships for Individual Circumstances" (J. Bryan); "Transportation and Related Services on Campuses--Some Ideas on Why and How to Furnish Them" (S. Bonney); "The Institution as a Change Agent Relative to Attitudes Towards People with Disabilities" (R. Mehan, Jr.); "Evaluation Model for a Compensatory Program Service Delivery System" (G. McCombs); and "The Law, the Legal System, and the Consumer" (T. O'Donnell). Also provided are lists of participants, a copy of the conference schedule, and pre- and post-conference survey forms. (SBH)

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ED162456

Proceedings of The Disabled Student on American Campuses: Services and the State of the Art

A National Conference
held at
Wright State University
August 21-25, 1977

Sponsored by
Wright State University
and the Bureau of Education
for the Handicapped

Edited by Pat Marx
and Perry Hall

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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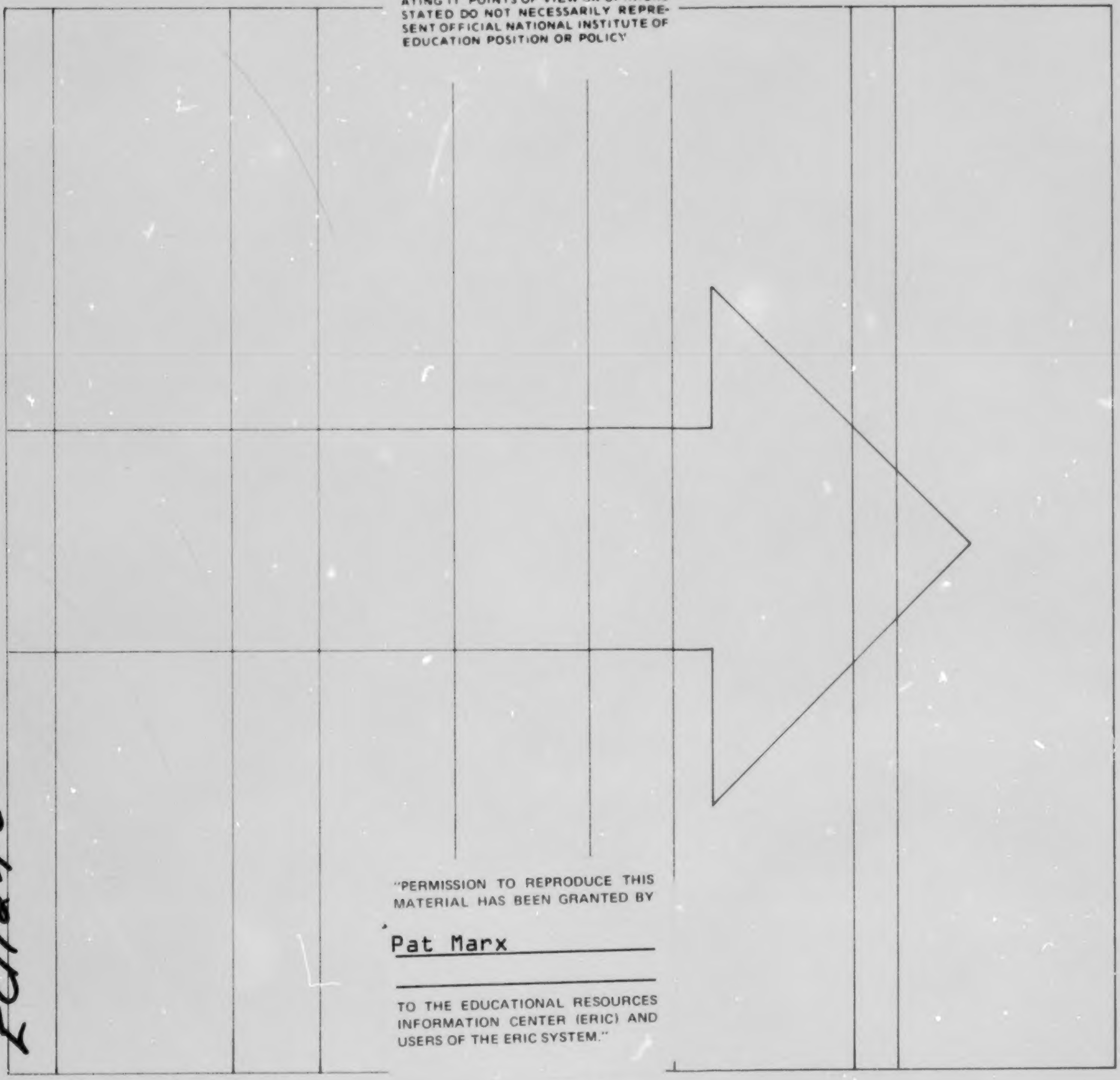

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Design and Assistance by:

University Publications
Wright State University

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FORWARD

The first national conference focusing on problems of the physically disabled student at the postsecondary level was held at Wright State University, August 21-25, 1977. The conference was proposed to the Bureau of Education for the Handicapped as an extension of the University's efforts to further educational opportunities for individuals with physical limitations.

As a part of the proposal for the national conference, a planning conference was held in Dayton, Ohio, on March 10 and 11, 1977. The primary objectives of the Planning Conference were to detail the specific objectives for the national conference; to select the topics and format for the national conference; and to act as resource persons to identify postsecondary institutions, business and government agencies that should be invited.

Fifteen individuals were selected to participate, representing a variety of postsecondary institutions, organizations, service programs and consumers. The following specific objectives for the national conference were determined.

- To identify and determine the level and quality of present service delivery systems for students with physical disabilities at the postsecondary level
- To identify needs that are not currently being met and to suggest procedures and resources for meeting these needs
- To develope the rationale for the establishment of existing and proposed programs and services
- To provide an analysis of the role of federal, state, institutional, and individual responsibilities
- To provide for the dissemination of the conference results to specific target groups for the purpose of planning and evaluation

The national conference was planned around a work session format with presenters giving their perspectives on particular topics (Appendix I). The presentations were a reference of discussion.

The reader of this publication should not assume that it represents final solutions, rather it is a distillation of conference proceedings, with some recommended solutions, some plans of attack, and a good deal of putting into persepctive. The material in this publication will prove invaluable in planning a program for/with disabled students.

The terms physically "handicapped," "disabled," and "impaired" are used interchangeably in this text. It is hoped that conflicts regarding this terminology will be temporarily tabled in light of our national objective; to get information on service delivery systems and related issues to postsecondary institutions.

Further, it must be recognized that postsecondary education has many purposes, only one of which is gainful employment.

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Wright State University is indebted to the work of the committee both during and following the formal planning session. It is our hope that this publication will stimulate further discussion and work sessions on these crucial issues.

Pat Marx
Director, Handicapped Student Services
Wright State University
December 1977

ACKNOWLEDGMENTS

Wright State University wishes to express appreciation to the Bureau of Education for the Handicapped for the assistance provided in making this conference possible through a grant. The following were instrumental in this effort:

EDWIN W. MARTIN, JR., Deputy Commissioner
Bureau of Education for the Handicapped

EDWARD SONTAG, Branch Chief, Division
of Innovation and Development

GARY McDANIELS, Director, Division of
Innovation and Development

MELVIN R. LADSON, JR., Program Coordinator
Regional Education Programs for Handicapped Individuals

Our special thanks are extended to members of the Planning* and Summary† Conference and others for their efforts.

* † Ron Blosser/Southern Illinois University
† Nancy Brower/Ohio State University
* Raymond Byrd/Ohio State University
† Aaron Campbell/Seton Hall University
Commissioner Charles Curran/City of Dayton
Dayton Chamber of Commerce
† Al DeGraff/Boston University
* Wilam Fountroy/Ohio Rehabilitation Services Commission
* † Barbara Froelich/Queensborough Community College
† Carol Goldstein/Ramapo College
Goodwill Industries of Dayton
† Perry Hall/Wright State University
† Virginia Hemmerich/Conference Assistant
† Janet Huss/Des Moines Area Community College
† Dan Kaufman/Winters National Bank
* † Kent Kloepping/University of Arizona
* † Pat Marx/Wright State University
* Thomas Mayes/Ballaudet College
* Claire Olson/American Association of Community and Junior Colleges
† Martha Redden/American Association for the Advancement of Science
* † Tom Shworles/City Colleges of Chicago
* J. Taylor Sims/Wright State University
† James Tarlano/Veterans Administration
† Al Watson/University of Michigan
Charles Wilson/West Georgia College
Winters National Bank
* † Irene Wright/Retired Citizen
Andrew Woods/National Alliance of Blind Students

SPECIAL ACKNOWLEDGMENT

DR. PETER MOUSOLITE

1914 – 1977

For his personal and professional commitment to the conference and to the goal of clearing the way so that handicapped individuals might participate fully in all that life has to offer.

GENERAL RECOMMENDATIONS

- Since handicapped people are at all levels of our society, they should be included in the planning, implementation and evaluation of all programs and not merely those specifically designed for the handicapped population.

- The effective planning and maximum utilization of scarce resources, decisions should be made with a broad representation of handicapped persons and not for them. This will reduce the level of wasted funds on unnecessary and inappropriate modifications and services.

- Postsecondary institutions and government agencies should involve consumers in their total operational functions to assure that they legally and adequately serve the consumers' needs.

POSTSECONDARY INSTITUTIONS

- Due to the variety of terminology and present data systems, postsecondary institutions should develop a consistent language, definition and data collection system for the purpose of developing a data base. This data base will be used for evaluation of long-term integration and for information dissemination on service methodologies. Students must be involved and informed about the system, its purpose, and its use.

- Postsecondary institution should adopt administrative policies that will ensure that Section 504 regulations will be viewed as a minimum standard. Institutional policies should be developed with the goal of achieving a nondiscriminatory environment for all people.

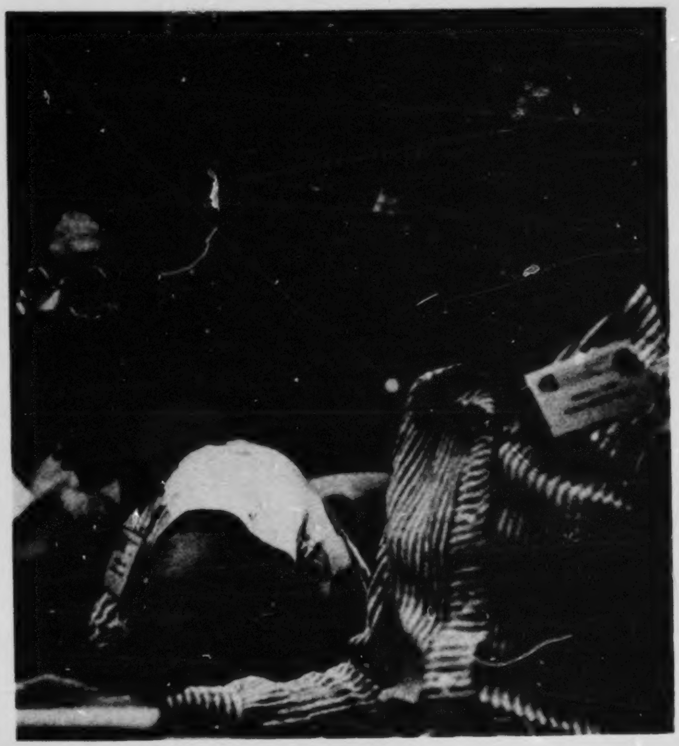
- There is a need for a system that is responsive to the needs of the disabled student at the postsecondary level. That does not necessarily mean a new program but better utilization of existing resources. Professional associations and organizations which have influence on postsecondary institutions, therefore, should include meeting the needs of the handicapped student as a part of their purpose for existence.

GOVERNMENT

- Present and future appropriations for all federal, state and local programs in postsecondary education should be increased, assisting the institutions in meeting the needs of handicapped students.

- At least one national conference on the problems and needs of the student with a disability at the postsecondary level should be held each year through 1983 under the sponsorship of the federal government.

Keynote Address



POSTSECONDARY EDUCATION AND THE DISABLED STUDENT: A FOCUS ON THE FUTURE

The Honorable Clarence J. Brown
U.S. House of Representatives

Thank you very much for this opportunity to share in what I hope will be an historic and very helpful conference. In all of the introduction that President Kegerreis gave me, you will note that there is not very much directly related to the subject of this conference, and I guess that I should start out with that admission. I am not on any of the committees in the Congress that relate directly to education, appropriations, vocational training or even legislation relating to the problems of the handicapped with the possible exception of the Interstate and Foreign Commerce Committee which does have to do with programs in the health area. I was delighted, however, to accept the invitation to be with you today. As the local Congressman, I am so proud of the work that Wright State has done in general, but specifically in the area of dealing with access for the handicapped to higher education. I'd say everytime I come to the campus I just turn myself over to one of the policemen and say, "Can you please tell me where I'm supposed to go?" There is really a broad opening there for anybody who may not approve of what the politician is doing! I have difficulty understanding the parking lot, let alone the building arrangements. Yet, with all that, I think there are adequate, even superb arrangements, made for the handicapped to use the facilities of the university and I hope that it can become a standard for others. If any of you from the places you represent feel that you do a better job, I'll be glad to hear about it after my address this morning.

You have asked me here today to discuss one of the most difficult problems facing our nation: education of the handicapped at the postsecondary level. The difficulty lies not in determining what is right. Clearly, we have a moral obligation to provide opportunities to the handicapped that are as equal as possible to those enjoyed by other Americans.

In fact, it is not only a moral imperative, but it is now the law of the land. The controversial "Section 504" regulations signed in April by HEW Secretary Califano prevent discrimination against those with disabilities in any area of university life. The regulations also require all recipients of federal funds--and that essentially includes all higher education institutions--to make all of their programs accessible. The regulations allow three years for removal of architectural barriers.

So it is not at all difficult to determine what is right and what is legally required. The difficulty comes in translating the moral obligations and the legal requirements into reality. For the disabled student, all of the good intentions in the world are meaningless. The only thing that counts is action. And that's the problem: progress costs money. Lots of it. And no one knows where it will come from.

Secretary Califano guessed that Section 504 implementation would cost $2.4 billion and indicated he would go to Congress for funds to help elementary and secondary schools comply. Congressman James Jeffords, a Vermont Republican, who is not normally known as an advocate of big government spending, says Califano's estimate is impossibly low.

Mr. Jeffords has introduced an amendment to Section 504 authorizing the expenditure of $6 billion to help all those who must live under the regulations--not just public schools. He wrote the President and the Secretary of HEW asking them to comment on his proposal.

Bert Lance wrote back for Mr. Carter and said he had more important things to worry about. Seriously, he said about the same thing Mr. Califano said in his response, which was: "We're not prepared to answer that question right now."

It's a perfect illustration of the federal government taking the credit for a popular action and then running away to hide when responsibility time rolls around. The Congress is very fond of requiring Americans to do lots of things that sound great. Included are requirements to clean up the air, requirements to burn coal, requirements to save gasoline, requirements that local governments provide this service or that.

But when these nice-sounding goals are in conflict, or when it comes time to decide who is going to pay for them, that's when you set up a committee to study the options for eighteen months.

Quite frankly, considering the federal budget deficit, I'm not sure I'm prepared to stand here before you today and endorse Mr. Jefford's amendment. But I do approve of his approach. What he's saying is this: if we're going to require something, we must give honest attention to the responsibility of paying for it. This principle applies to the entire realm of government activity, particularly when you are dealing with something as fundamental as rights for the handicapped.

We all want the ideal situation, but it does no good to indulge in self-delusion. We must look at the problem realistically, decide what we can accomplish now, what must be deferred until later, and what may take longer, and work from there. We must take a balanced approach. Our goals should be high. But they should not be so high that they generate hopes which can never be realized. Let's not pretend we can work miracles overnight. That is only a cruel hoax.

In the interest of realism, let's take a look now at what the federal government is doing and should be doing for disabled Americans. Your role as postsecondary educators is important in this, but of course, that's not the whole story.

You've also got to have elementary and secondary education programs, job placement and rehabilitation programs, and you've got to consider the problems of mobility that are involved in transportation and architectural barriers.

The basic federal program for education of the handicapped in elementary and secondary schools is P.L. 94-142, which sets the goal of providing free public education to all handicapped children ages 3-18 by 1978 and all children 3-21 by 1980. The federal government will provide assistance to local education agencies based on the number of eligible children. The support rate increases from 5 percent of the average per pupil expenditure in 1978 to 40 percent by 1982.

Although estimates seem to vary, the generally accepted figures seem to be that there are about eight million handicapped children with only 40 to 50 percent of these being served now with a free public education. The goal is to bring that up to 100 percent of the eight million.

Many educators, of course, have been quick to point out that the funding levels provided by the federal government are unrealistic. But the answer of the current administration has been clear: there will be no request for additional funds until we have a year's experience in the program under our belts. Then, the office of education feels it will be in a position to evaluate whether the program goals can be met within the planned funding level.

It should not be forgotten that any successful education program for those with disabilities must begin at a preschool age. Early special programs can reduce the number of children who need intensive long-term help, and that's of benefit both to the student and to his school.

The basic handicapped education programs which will be used to support the P.L. 94-142 goal were extended by Congress earlier this year with five-year authorizations approved. Included:

1. Regional centers to help with diagnostic and teaching techniques for administrators and teachers.
2. Grants for regional deaf/blind center.
3. Model projects for early education of the handicapped from birth to age eight. About 20,000 children were served last year. More need to be.
4. Training for teachers, researchers, speech correctionists and other specialists who work with the handicapped. Congress believes 250,000 additional trained personnel will be needed to meet the goals of P.L. 94-142.
5. Recruitment of professionals to enter special education and dissemination of information about education of the handicapped to their parents and others.
6. Research and development to improve educational opportunities.
7. Provide educational materials and technology through a nationwide network, which has until recently been centered here in Ohio at Ohio State University. Officials at HEW say there are changes coming that will emphasize production and market-

ing of materials.

Finally, the new amendments extend the one federal aid to handicapped program which deals directly with postsecondary education (ReVAPS). This is the regional vocational, adult and postsecondary program.

It is quite new, having begun in FY 1975 with just $575,000 supporting programs at three institutions. In FY 1976, the program was expanded to thirteen institutions when the appropriation was increased to $2 million. I have been very pleased that Wright State University has been one of the pioneers in this promising effort. In fact, I understand this conference is being held in conjunction with the WSU program. It is a logical choice. Our particular area has been one of the most advanced for several years in education of the retarded.

And, of course, today we are learning to recognize that many who were once thought of as retarded are no more than mildly handicapped in some way.

The goal of the ReVAPS program is to provide educational opportunities at the postsecondary level, including technical, vocational and adult or continuing education schools as well as traditional college and university education.

Institutions of these types are selected to participate in the program based on their regional nature and their existing sensitivity to the needs of the handicapped. They must serve a wide range of the population because, being realistic again, Congress is not likely to provide the funding soon to establish such a program at every postsecondary institution in the nation. That's impractical now and is probably unnecessary.

What we must strive to do is to get enough regional centers such as Wright State to give reasonable access to all persons with disabilities who have the desire and the basic academic qualifications to attend.

The program then takes over by providing a wide range of services needed by special students if they are to complete successfully the programs offered at the institutions. In the case of a deaf student, this may mean an interpreter to sign lectures or in the case of a physically disabled student, it might mean a wheelchair attendant. It could include tape recordings for the blind, special training or counseling or life-coping skills, tutoring or help in proctoring exams. The services range as wide as the needs which exist. And they all have one thing in common: they are expensive.

Unfortunately, the funding level provided by Congress so far has not been overly generous. After increasing to $2 million in FY 1976, it remained at that level for this fiscal year, 1977. After allowing for inflation, that has actually meant a purchasing power reduction and forced some retrenching in the programs which already exist. No new contracts were possible.

Now it appears that the same thirteen projects will continue through FY 1978--beginning October 1, 1977--with no new additions, because the Congress is providing just $2.4 million for next year--enough to keep up with or a little ahead of inflation. But little else.

The program *authorization* in the 1977 amendments is far more generous, allowing $10 million for FY 1978, increasing to $12 million for FY 79, $14 million for FY 80 and $16 million for FY 81 and FY 82. Of course, the authorization and appropriation are two entirely different matters. In years past the Congress has occasionally authorized as much as 50 percent more in total spending than the total budget has permitted to be spent.

The funding level for future years will be the result of a complex process, the outcome of which no one can possibly predict. It begins within HEW itself, where various programs compete with each other for the attention of the Secretary, who knows he can't get everything he wants. Then the Office of Management and Budget takes its knife to the figure, trying to pare it down to the level of total spending the President wants to propose.

Then it's up to Congress to evaluate the President's recommendation. The final figure of FY 1979 (starting in October 1978) won't be known until this time next year.

The whole drama may well be played out within the context of the President's goal of a balanced budget by 1980, the end of his term, and his simultaneous desire for welfare reform, national health insurance and a host of other expensive new programs that will drain many billions from the budget.

Much of the federal effort for the disabled has been and will continue to be outside the field of education in the field of rehabilitation. The Rehabilitation Act of 1973 is the basic law providing this service. In fact, the vocational rehabilitation program has been the primary source of federal assistance since its inception in 1920.

Congress will be taking a look at the Rehabilitation Act later this year, as it will need to be reauthorized, and we will have to seriously consider some of the current problems being experienced.

The rehabilitation program is meant to help physically or mentally handicapped Americans become employable. Through aid to state programs, evaluation, research and other assistance, the program tries to help the disabled achieve self-sufficiency.

In FY 1976, $720 million went to state rehabilitation agencies, contributing to the 303,000 rehabilitations from among the 1.2 million active cases that year. The state agencies provide training, therapy, physical and mental health treatment, transportation, reader and interpreter services and job placement help.

At the time of referral to vocational rehabilitation, only 20 percent report earnings. At time of closure, 86 percent report earnings which average $96 per week.

The success rate of the programs, measured both in numbers of case closures and closures as a percentage of active cases, has been declining sharply since the 1973 Act shifted the emphasis of the program to aid the severely disabled. Some definitional problems have been raised which Congress may want to address. But the overall success rate decline hides the fact that the help being given to the severely disabled has increased sharply.

The final consideration in any discussion of the handicapped must be access. It is of little use to the disabled person to have a school ready to educate him or a job waiting for him if he cannot get there from his home and get into the building once he arrives.

The major development in transportation was Transportation Secretary Brock Adams' decision of May 19th to mandate the Transbus. He ordered that all buses purchased with federal aid after September 30, 1979 be equipped to provide easy access to the elderly and the disabled. DOT has prescribed the specifications.

There can be no doubt that this decision will have far-ranging implications for our transportation systems. The added costs will be high. But Secretary Adams has issued his decision based on his belief that the Transbus is feasible and practical.

Access to buildings comes under the purview of the Architectural and Transportation Barriers Compliance Board, as provided in the Rehabilitation Act of 1973. The board is empowered to order federal agencies into compliance and to work with other governmental and private institutions to aid them in clearing away access barriers.

The most difficult problem facing the board is to determine the degree of disability which must be accommodated and the degree to which existing structures must be altered.

Again and again as we look at the problems of the disabled in education, in job training, and in mobility, we come up against the problem of compromising the ideal with the real, the desirable with the possible.

Again and again we find that the federal government endorses the ideal but falls short in practice. We simply cannot do everything we would like without spending our economy into oblivion.

With the ambitious goals spelled out in the legislation enacted by Congress in recent years, including the Section 504 nondiscrimination regulations, it is clear that the problem Congress faces is not how to become more sensitive to the problems of the handicapped, but how to finance the improvements we already require. That becomes a much larger question of national economics and the federal budget.

As I see it, we stand on the brink of a major decision. Over the past ten years we have built up $314 billion in budget deficits--almost doubling our total previous national debt--trying to do more than we can afford and thinking that our prodigious federal spending would somehow stimulate the private economy into happy abundance.

So far, all we have succeeded in stimulating is uncontrollable inflation and high unemployment rates. It is a serious disease that not only erodes family budgets, hurting low income groups like the disabled far more than the rest of us, but it also feeds on itself by requiring increasing federal spending just to keep the programs operating at their past level. When we maintain spending at a constant level, as we have done with the Regional Vocational, Adult and Postsecondary Program, we find that we can do less than we did the previous year.

It is an ugly cycle which must be broken.

I have been advocating a massive, across-the-board federal tax cut that would increase economic activity by rewarding Americans for extra effort and investment. Those who want to spend more and more federal taxpayer dollars shudder at the thought because they see it resulting in a drop in revenue.

But the fact is that such a tax cut would increase economic activity to the extent that government revenues would actually increase. That was the theory behind the Kennedy tax cut of 1963 and it worked. It fueled an economic boom which lasted until the combined spending on the Great Society social programs and the Vietnam War outpaced the generous federal revenue return spurred by the tax cut.

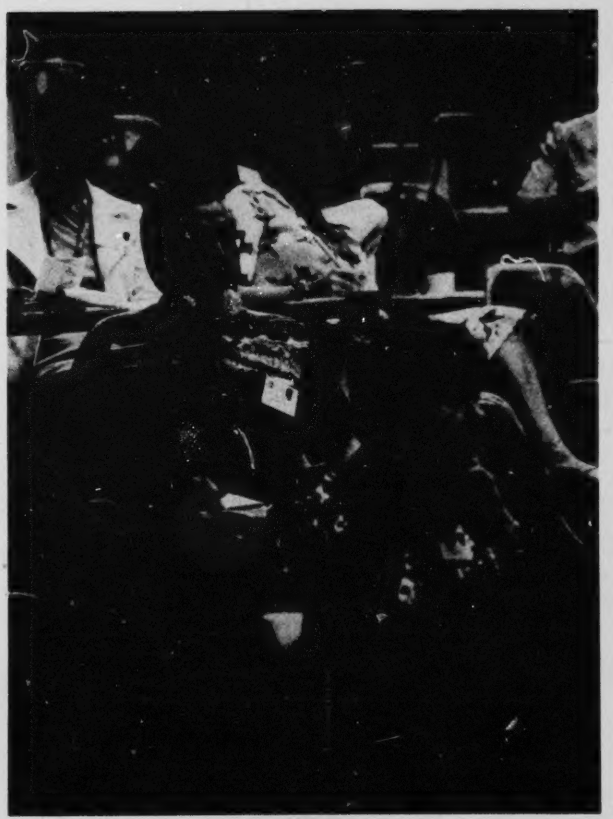
Preaching gloom and doom, back in those days, too, the political liberals in the Treasury estimated the Kennedy tax cut of 1963 would cost the federal government $89 billion in lost revenues over the ensuing six years. In fact, the cut stimulated economic activity which actually increased revenues by $34 billion over the ensuing six-year period.

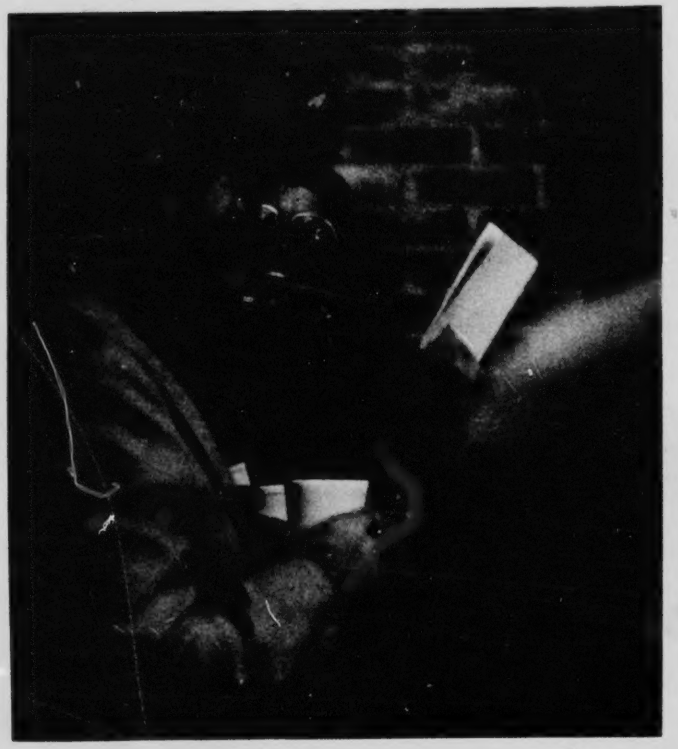
Only a permanent reduction in tax rates can provide the incentive for growth in the private economy that we must have if we are going to be able to afford to support services to the handicapped and other worthwhile social programs. We simply cannot continue to enlarge the government's share of the gross national product without doing serious damage to the economy and the private sector where all the future jobs and lasting progress must come from.

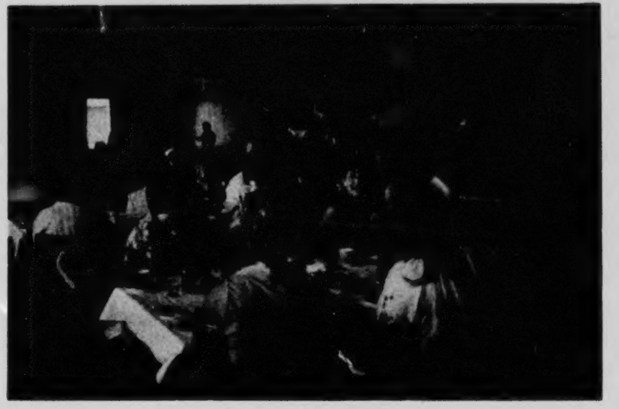
Government and the private sector should exist in a balanced state of symbiosis, in which each organism benefits the other. But if the small symbiont grows uncontrollably and becomes a parasite, both the host and the parasite are doomed.

As President Carter prepares his tax reform package for proposal next month and as he thinks about his twin goals of a balanced budget and more social spending, I hope he will consider the wisdom of the Kennedy approach. If he does, we will reap dividends that will lead to enough prosperity to fulfill our ambitious promises to the disabled American.

Principles
of
Operation







GUIDELINES FOR PROGRAM OPERATION: A FOCUS ON PRINCIPLES

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ABSTRACT

Service programs at postsecondary educational institutions for physically handicapped students require a public statement regarding the principles and philosophies which guide and determine program ingredients. Only by such explicitness can these programs be evaluated for relevancy, coherence, and for making the most efficient use of resources. A model is presented for developing program guidelines. It is based on the observation of two historical trends: (a) the changing definition of the concept *handicap*, and (b) the practice of *normalization*.

A STATEMENT OF PRINCIPLES: JUSTIFICATION

In this discussion we are not referring to the content or processes of programs for handicapped students at postsecondary educational institutions throughout the U.S. In this presentation we are not going to talk about where to find resources, how much money, staff, and space is needed for programs, what staff and line functions should be adopted, when to begin a program, how to centralize or decentralize a program, the duration of a program, how or whether a program should be evaluated externally, the character of admission policies, or the extent of inservice training. In other words, we're not going to address here all the other subjects of this conference which are important in their own right, which are worthy of your serious concern, and which have commanded proper attention and positions in the program these next four days. It is at this point of the conference that we wish first to surface the values and principles which are basic to our programs. Sometimes they are implied, in other cases they are quite explicit, and many times they are not to be found.

All program ingredients should be referred back to a set of guidelines or principles. How does one determine if a program is coherent, or relevant to the times, or making the best of available resources? How can these judgements be made if there are no criteria, no basic standards or philosophy against which to compare all other activities going on in a program? A review of the many brochures, pamphlets and program descriptions produces an embarrassment by the absence of a public statement of philosophies, guidelines, or principles. Perhaps this reality alone justifies a discussion such as this.

I would be confirmed in my own values if you accept some of the principles and guidelines listed below. But that is not the point here. The point here is an appeal to have principles addressed, and addressed explicitly. The purpose in the next few minutes is to encourage us all to be gutty and to say publicly and explicitly what we really believe underlies our programs. To repeat the point, with this process we can then be expeditiously evaluated (1) as to whether our programs are consistent, (2) as to whether we are making the best use of our limited resources, and, perhaps the most important, (3) as to whether our programs are relevant. Let us therefore look at the implications of principles and guidelines and how they effect program content and program processes.

Is it possible to define one or two basic statements and to develop a whole set of corollary principles or guidelines from them? Principles which are clear, practical and useful? It is the assumption here that this can be done. The remainder of this presentation is an example of how a relevant basic statement can be derived from a study of future trends and how a whole set of principles can be developed from that statement. Let me reiterate--you all need not agree with the statement or the principles. But it is hoped that you all will agree that the process of developing explicit principles is a necessary one.

FUTURE TRENDS AS A SOURCE FOR BASIC GUIDELINES

Here are some future trends related to the development of service programs for handicapped students at the postsecondary level. There is not opportunity here to present evidence in support of these trends, but sufficient background material is available in current references. (Shworles, 1977; Shworles and Wang, 1977) More precise local and national statistics will be available on the size of the handicapped population and the characteristics of handicapness. Considerable preoccupation will revolve around the interpretation of the meaning and applicability of federal laws to educational settings for the handicapped. More commonly accepted will be the view that environmental factors define the presence and extent of handicaps. Negative imaging of handicapped persons attributable to educational service programs will be curbed. The use of rehabilitation practices will decline in the education and training of the handicapped. The unique problems of handicapped adults from minority groups will surface and be treated. The "nonassertive handicapped personality type" will be replaced by handicapped adults who seek less passive and more active social roles, including the student status, and therefore the numbers of handicapped adults seeking education will expand significantly. The normalizing and mainstreaming of handicapped adults into regular educational offerings will become a general practice, and special courses for handicapped students will become fewer. The phenomonon of lifelong education will impact on handicapped adults, and optional introductory career education courses for handicapped adults which lead to expanded educational, social, vocational, and recreational options will become commonplace. Finally, engineering techniques will be developed that will provide severely physically handicapped students alternative techniques for meeting classroom responsibilities, such as notetaking, examination, and the production of student papers and reports. To be specific, there are two trends I like which can be interlinked, joined together, and which can provide the basis for a pivotal, core statement which is historically relevant and sociologically appropriate. One trend concerns a changing emphasis in the definition of the word *handicap*. The second trend is the growing acceptance of the concept of *normalization*.

Let's look at what has happened to the definition of the word *handicap* and what it means to us here today. As many of you know a handicap was viewed previously as a condition resulting mainly from impairment inherent in the individuals themselves. Our society built a host, scores, and even hundreds of processes and institutions all centering on the handicapped person as the sole entity in need of rehabilitation, of curing, or of healing. In these apparently well-meaning efforts, handicapped persons in many ways unintentionally were kept separated both in practice and in mind from the general publics in which paradoxically they were means to become self-sustaining members. Today there are numerous indications that handicap is being viewed from another perspective. It is being seen as a condition resulting from interaction between the person with an impairment and the physical and social environment. There are many sources of this emerging definition. Here is one definition of handicap as promulgated by the Mayor's Office for Senior Citizens and the Handicapped in Chicago:

> A handicapped person is one who has a physical, mental or emotional impairment or disability which *together* with the existing physical environment and prevailing social conditions substantially limits that person's major life activities. (Chicago Planning Council, 1976)

A major determiner of social behavior is the legal sector and it too bears witness to this changing perspective of the definition of handicapped:

> It is these *physical* and *social obstacles* which cause the primary difficulty in the integration of disabled persons into the mainstream of society, *not* something inherent in the disabilities themselves. (Amicus, 1976)

One implication of this new definition to program content and program processes at the postsecondary educational level is obvious: if a major source of handicapness is the environment, then it is the environment as much as it is the person which needs healing.

Now we will turn briefly to the second trend--a growing acceptance of the principles of normalization as somewhat stated in the following. Insofar as nonhandicapped persons need normal environments in which to grow, so also do handicapped persons require access to the same normal environments in which to develop. Advocates of principles of normalization call for integration of disabled persons into the community as opposed to their having isolated training, education, and employment. If handicapped persons are to be accepted by their nonhandicapped peers, then they must not be treated as special and isolated. Normalization logic brings us to a point which states that

> Norms of human behavior are culturally determined, and therefore to establish and maintain a culturally normal behavior to a person, the best approach is to use the means which are culturally normative. (Wolfensberger, 1974)

This means that those of us who develop handicapped student programs at the postsecondary level are imposed upon to use nonspecial techniques in creating educational opportunities for the handicapped student. Rather, we must use the already existing and more normal offices and resources of the educational system. But I am getting ahead of myself.

A BASIC STATEMENT AND GUIDELINES WHICH FOLLOW FROM IT

This trend therefore to reduce handicapness by ameliorating the environment on one hand, and the disposition to use normal approaches in creating a more normal attitude toward and within the handicapped person, both converge and give us the basic principle on which other program corollaries can be developed:

> Handicapness for the greater part finds its origins in the social values and physical characteristics of the environment, and non-normal special treatment of disabled individuals in various service programs often results in rejection and isolation of them by society in general.

Now that we have a guiding observation which is historically relevant, we can insure program coherence by basing all other principles and program ingredients on it. Following are some principles which flow from our basic statement and are appropriate to the establishment of service programs at the postsecondary level for physically disabled students.

1. Common grouping of handicapped student services. Despite the common tendency to think of handicapped persons as a homogeneous group, they are unique individuals with problems as diverse as their disabilities. Commonness is not in the handicap, but in what they share with other nonhandicapped students in terms of the need for financial aid, career counseling, or work-study experiences.

2. Basis of support services. These services should be based on individual assessment of needs and not because of specific disabilities.

3. Reason for services. The mere existence of resources for providing services does not *alone* justify the establishment of service programs. The perceived needs of handicapped students will be substantiated first and the real needs of handicapped students will be met with programs which abide by these guidelines.

4. Source of services. Every effort will be made to use existing services and resources available to able-bodied students to serve handicapped students.

5. Purpose of services. Services provided will have the effect of making handicapped students independent and self-reliant.

6. Public effect of services. Services provided will have the effect of improving public image of handicapped students.

7. Segregated courses. Specially segregated courses, programs, or educational tracks for disabled students, while seemingly necessary, are not desirable. They reinforce stereotypes held by the general public and, unfortunately, by many of the disabled themselves.

8. Access to regular programs. Handicapped students must be allowed to enter regular programs just as other students are, regardless of the fact that there may be special programs for them.

9. Career guidance. No special career development or career guidance programs for disabled students will be implemented, but rather there should be special effort on job recruitment, job placement, and employer education by staff persons. Career guidance for handicapped students should come from the "regular courses," there should be no preplan to career choices for handicapped students, and career development should include a plan for life and not be oriented solely around a specific job.

10. Faculty and staff education. In order to ameliorate the environment which is a basic source of handicapness, handicapped student program grants should commit money not only to direct student services. Substantial monies and other resources also should be committed to education of faculty and staff in order to deal with fears, misconceptions, questions, and requests for help. To further reduce handicapness due to physical environmental factors and to insure maximum access to educational opportunities, staff time and monies must be made available for the removal of architectural barriers.

11. Education function and rehabilitation. Rehabilitation functions are to be kept separate from the educational responsibilities. Programs for handicapped students are part of colleges, universities, and other educational institutions, and not part of rehabilitation agencies. Often the rehabilitation network has defined its mission in the broadest terms and has portrayed its responsibilities as to be almost all inclusive. The traditional functions of the rehabilitation network are generally acknowledged to be physical and medical restoration, mobility training, communication skills development, and acquisition of capability in activities of daily living. These functions should (1) be kept distant from the educational environment and (2) the basic functions of education and training should be reserved for the educational sector of our society and be made available in as normal a way as possible to the disabled student. So students, disabled persons, should not be required to perceive themselves and be perceived by others as "ill" and part of the curative rehabilitation process when in reality they are participating alongside nondisabled students in the normal process of postsecondary education.

12. Community and consumer input into program development. Community and consumer input will be eagerly supported in the design, control, and implementation of the handicapped student program. The priorities and activities of these programs must be constantly re-examined to make sure that they serve the consumers and not merely themselves.

SUMMARY

You need not agree with the basic observation or the principles or guidelines for program operation flowing from the basic statement. It is intended to serve as a model. And it is hoped that you will agree that one relevant set of principles explicitly stated can tie program ingredients together into a whole which is consistent, coherent, and easily amenable to public and consumer accountability.

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SUMMARY OF WORK SESSIONS ON "GUIDELINES FOR PROGRAM OPERATION: A FOCUS ON PRINCIPLES"

Issues to be addressed:

1. What guidelines do you use for service development and implementation?

2. What image of the handicapped person does your program design create in the environment?

3. What do you consider "special" services and why?

4. What is the ultimate goal of your program?

5. What are your principles for establishing priorities for staff time and funds?

Programs should be based on individualized service delivery, making maximum use of consumer input. Unfortunately, in the past, these programs have not always involved the consumer. The policy makers are frequently not disabled. Disabled students need to be involved in the program design. This approach communicates to the public that the disabled student is a responsible individual who can determine and plan his own needs.

Program goals and objectives should be spelled out. When a program works solely by using a management by crisis framework, a very splintered delivery of services occurs. As a result of an organized plan of operation, students have greater opportunity to take control of their lives.

All special services should have as their goal the promoting and encouraging of independence of the handicapped student. In some cases, the provision of unnecessary services is detrimental and inhibits the student's development.

A principle premise is that special service programs exist in order to decrease the competitive disadvantage that exists due to a disability. Education must assume a wholistic approach. Handicapped people need to be integrated and not seen as special or isolated. Integration of the handicapped student into all campus activities and services helps to eliminate this isolation.

It is recognized that the administrator of the special services program is viewed as the spokesperson for the program and the disabled student by the public. The administrator must be cognizant that a program creates an image of handicapped people. Disabled students, themselves, should be involved in planning and implementing in-service training sessions for faculty/staff as well as the service program. Disabled students should be involved with policy making relative to the services. Disabled students should participate in an advisory capacity to the program.

One of the largest problems facing programs of this nature is the lack of sufficient funds. We, therefore, must set priorities. A line has to be drawn between rehabilitation and education services. Rehabilitation services should be limited to physical restoration, ADL and the development of mobility and communication skills. Education services should include those services which reduce the competitive disadvantage of the student on campus and prepare the student for the job market.

Care must be taken to emphasize education and independence and not "caretaking." The image created by the service effects the disabled person directly as well as the other people's perception of the disabled individual. The institution itself may have an impact on the image created. Image has an influence on the kind of student the university produces. It influences the students' perception of themselves, their employers and their community.

It was stated, "What is special for the able-bodied person may not be considered special to the disabled." The integration of services at all levels decreases the participant's and community's perception of the handicapped person as "being different."

While Section 504 can provide some standards, it is ambiguous and needs to be stated more specifically.

No mechanism exists to ensure a speedy resolution of a complaint covered by 504 regulations. The financial responsibility for compliance is still a concern to many. The responsibility of meeting the needs of the disabled students should be spread around in society. This applies both to society in general and the society which exists within the postsecondary educational community. It is generally unnecessary to establish elaborate services "for" the handicapped since they can use existing services. For instance, a disabled student requiring counseling should be able to obtain that service from the same office that provides counseling to nondisabled students rather than relying upon a specialized service just for the disabled student. The social and psychological problems of the disabled student are problems of people in general, not problems of the disabled alone.

It should be recognized that the "right to fail" should be applicable to the handicapped student. Faculty and staff should have the same academic expectations of both the disabled and nondisabled student. While modification/adaption of methods is appropriate, standards for evaluation should be the same. As educators, we have a responsibility to educate the public to this concept.

It was decided that there is really no such thing as a "model program" because each institution differs in problems, resources, needs and philosophies. Institutions can get ideas from each other and use that which is applicable to them, particularly the rationale for services and the philosophy of program operation.

It was suggested that perhaps two types of programs were needed in an institution. One should be a motivational program aimed at preadmission first and second quarter students. The other would be a continuing program to assist the student in learning independence.

The concept of a handicap being the result of the environment was discussed. It is not physical impairment only which creates the handicap. It is the way people feel and react to the impairment. The environment and people's attitudes create the handicap. It is important to recognize that handicap is not synonymous with terms such as "sick," "old," or "unable."

Suggested goals of a program were as follows:

1. To eliminate the competitive disadvantage of a physical handicap in an academic environment; and

2. To integrate service delivery in appropriate campus offices in the long run.

The actual cost of services will be reduced, integration enhanced and services now considered "special" because they have not been provided previously will become routine.

RECOMMENDATIONS ON "PRINCIPLES OF PROGRAM OPERATION"

The person with a disability must be viewed as a whole person having the same aspirations, interests, and needs as the nondisabled individual. It is particularly important for persons in the helping professions, such as social workers, counselors, psychologists and educators to recognize and utilize this fact in planning service delivery systems. The following recommendations are based on this fact:

POSTSECONDARY INSTITUTIONS AND SOCIAL SERVICE AGENCIES

- Disabled individuals must have an actual role in all personnel training programs, both as resource individuals and as trainees.
- Disabled individuals are an excellent resource for prioritizing needs and recommending solutions. Individuals with a disability, therefore, should be involved in planning, implementing and evaluating service delivery systems.
- The facilities and services of postsecondary institutions and social service agencies are complementary. Representatives of both should become more aware of these resources and develop methods to enhance this complementary relationship.
- Postsecondary Institutions and Social Service Agencies should take an active role in providing persons with disabilities information about their rights and responsibilities and methods for exercising them effectively.
- All teachers, before certification, should be provided an orientation to disability. Teachers should be required to participate in an ongoing educational program that addresses the concerns and assets of the disabled student relative to the mainstreaming concept. This should be enforced through all accrediting and certification programs.

GOVERNMENT: FEDERAL

- It is essential to recognize that there is no "model program" which can be applied to all postsecondary institutions due to differing problems, resources and philosophies. There should, however, be a regular exchange of information and ideas which can be adapted by various institutions. Funding should be established to develop this regular exchange of accurate and reliable information to postsecondary institutions.
- Because of rapidly changing data, it is recommended that the federal government place a temporary moratorium on the funding of any project which intends to print information on services for the handicapped at the postsecondary level that has a high potential for becoming quickly outdated. The federal government should coordinate the collection of information on resources and services for handicapped students at the postsecondary level through the State Departments of Education.
- Greater clarification and guidance is required on who has what legal responsibilities for compliance to Section 504 of the Vocational Rehabilitation Act of 1973.
- Funds to develop essential support services for the integration of handicapped individuals at the postsecondary level should be increased. Further, guidelines for allocating and expending funds should be more flexible to allow for differences in local needs. Subsidy methods on a per student basis need to be considered as well as grants and contracts.

- In all cases, institutions applying for federal support should insure at least a 10 percent match of the request from its own resources and maximum involvement of disabled persons in planning and implementing support services.

- All policy making boards and task forces, as well as funding and evaluation teams, should include disabled individuals.

- Public and private agencies providing services to the disabled person should ensure that their administration and employees are representative of the population they serve.

CONSUMERS

- Students with disabilities should take an active role on their campuses in assessing needs and developing plans for meeting needs with the administration.

- Students with disabilities are encouraged to join together to exchange information and ideas for resolving common problems.

Access

CONCRETE STEPS TOWARD CAMPUS ACCESSIBILITY

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ABSTRACT

"Accessibility," or "availability to use," can be provided on campuses in three ways: programmatically, through special equipment, and architecturally. Architectural accessibility is outlined in terms of "idealistic vs. functional" accessibility, factors of campus-survey methodologies, choosing accessibility criteria, and conveying information of accessible facilities to the disabled.

THE CONCEPT OF OVERALL ACCESSIBILITY

"Accessibility," in definition, has become quite an arbitrary term. For our interests here, today, we might best define it as "availability to use." Such availability, for the handicapped or disabled, can be provided at colleges and universities in three ways: programmatically, through special equipment, and architecturally.

It is with architectural accessibility that we shall focus in this particular presentation. Topics to be explored separately, or in combination, will include the concept of "idealistic vs. functional" accessibility, campus-survey methodologies, choosing accessibility criteria, and conveying information of accessible campus features.

While the architectural accessibility needs of all disabilities must be considered in this topic, we shall focus primarily on needs of the wheelchair mobile. While certainly not comprehensive of the needs of others, wheelchair accessibility does tend to be the most extensive and stringent. The topics covered are applicable to all disabilities.

STATISTICAL RATIONALE FOR ACCESSIBILITY

But first, let's look at some statistical rationale for architectural accessibility at campuses. Many sources now tell us that the "one of every ten Americans" rule-of-thumb is pretty much outdated. Based on the 1970 census (Schultz, 1977), it is estimated that architecture might be of problem to at least 47.1 million people: 11.7 million ambulatory disabled, 12.5 million temporarily injured, 2.4 million deaf, 11 million hearing impaired, 1.3 million blind, and 8.2 million visually impaired. Certainly, many in these projections are either counted more than once, due to multiple handicaps, or, simply by their membership in a classification, are not necessarily affected by architectural barriers. We can, however, overbalance these limiting considerations by numbers of those not actually "disabled," in the current sociological concept, but for whom much architecture still poses barriers. Women in later stages of pregnancy, parents with baby carriages, shoppers with market and grocery carts, or those, simply, for whom general health doesn't readily allow tackling a flight of steps. After all, the "one in ten Americans" adage now applies, alone, to our over-65 age population. Everyone has physical limitations of some kind. Technically disabled or technically able-bodied, we're all in this together!

IDEALISTIC VS. FUNCTIONAL ACCESSIBILITY

To those college and university personnel not familiar with the realistic accessibility needs of the disabled, the price tag of 504 is astronomical. However, not every inch of a campus need be made architecturally accessible for equal participation by the handicapped.

The main campus of University X is 1.3 miles long and .3 miles wide. Over these 48 acres is spread more than 100 campus buildings. Of this number, about 34 have ground-level entrances providing ready wheelchair access. Yet, it would be far from accurate to assume from these statistics that two-thirds of University X is functionally inaccessible.

University X has no intention, even under Section 504 regulations, of waging a campaign to make this

"other" two-thirds of its campus architecturally accessible. For proven--and legislatively supported --is the fact that there is a practical, realistic difference between "idealistic" and "functional" accessibility.
Over 90 percent of the campus' primary classroom, recreational, cultural, and residence buildings are included in these 34 buildings. The others are of academic-administrative offices and small, minor residence facilities.

Occasional appointments are made with these offices, as opposed to the daily use a student, staff, or faculty members make of classroom, library, laboratory, cultural, and recreational locations. These occasional office appointments, whether with an academic advisor or the housing office, are routinely scheduled for accessible campus locations, when made by the ambulatory disabled.

"Architectural" accessibility can be supplemented by "programmatic" accessibility where participation in, or benefits from, the accessibly relocated meeting or activity is not reduced. Such a loss, due to the nature of the event, would result from the relocation's lack of special equipment, or facilities, essential to the operation of the particular event.

All accessibility-project priorities of University X are determined by needs indicated by its handicapped students, faculty, and staff. Indications over a long term have proven this system quite successful and, recently, legislatively supported.

Part 84.22, of Section 504, states, in part:

> A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. *This paragraph does not require* a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.
>
> A recipient may comply . . . through . . . redesign of equipment, reassignment of classes or other services to accessible buildings (or) alteration of existing facilities and construction of new facilities in conformance with the requirements, . . . or any other methods that result in making its program or activity accessible to handicapped persons. . . . In choosing among available methods . . . recipient shall give priority to those methods that offer programs . . . to handicapped persons in the most integrated setting appropriate.

In this topic area, we have noted the difference between "ideal" and "functional" accessibility, and illustrated by example and legislation, the practicality of the latter: a working combination of architectural and programmatic accessibility.

So, although two-thirds of University X keeps its overall classification from being "ideal," it can continue to strive to improve its "functional" ability to "meet the needs of the disabled." It is doubtful that any campus, of an architectural age where modification--and not new construction--must provide accessibility, can realistically aim for *ideal* accessibility of *each* and *every* campus facility. Certainly, then, each campus, in estimating the consequent cost of 504 enactment, should reflect costs for a functional degree of accessibility modifications.

SURVEYING CAMPUSES FOR ACCESSIBILITY

Compliance with 504 regulations, of any particular part, requires a survey-evaluation comparing (a) that which now exists, with (b) that which should exist. Quite simply, the discrepancies between these two survey parts is the evaluation: that which needs to be adopted in policy, implemented programmatically, installed in special equipment, or provided architecturally in modifications or new construction.

Especially in architectural concerns, surveys of any kind require time and expertise. Moreover, they all require, at the planning stage, a careful definition of objectives as well as a structured methodology.

In terms of 504, the time frameworks contained in Part 84.22 are quite clear. The "effective date" is June 3, 1977. Compliance must be made:

1. Within 60 days, for program-

matic (non-structural) accessibility

2. Within 3 days, for structural changes, provided:

(a) Within 6 months, a transition plan of scheduled compliance change shall be available for public inspection

(b) If this transition plan is scheduled beyond one year, identification of stages of each year (maximum of 3 years) shall be made

Factors of survey expertise to be considered include knowledge of updated criteria for accessible architecture, as well as insight of updated realistic needs of the disabled. Several recently published standards of criteria are available, however, the term "recent publication" is neither necessarily synonymous with being "up-to-date" nor "comprehensive." Choice of a set of accessibility criteria should be made with great care. Mere knowledge of even the most up-to-date standards is of little value without the ability to interpret these standards for each particular type of architectural situation. This ability depends upon insight into actual needs of the handicapped, and subsequent on-site experience with architectural projects. A number of commercial, architectural firms are suddenly now emerging as "consultant-experts." Use common sense in evaluating a firm's ability before contracting.

The architectural survey objectives, as directly and indirectly required by 504, are not only to evaluate the degree of existing accessibility, in planning for construction compliance, but to satisfy requirements for later supplying facility directories. (Details of the second requirement are included later in a section on conveying accessibility information.) The actual format of the survey instrument can vary widely among institutions, but certain guidelines are basic:

1. Keep the instrument in as concise a format as possible in the interest of avoiding bulk, and a consequently greater potential of inaccuracy from the people surveying.

a. Avoid repetition of questions by employing separate questionnaire and answer sections

b. Use a charted-answer format wherever possible

c. To aid both the surveyor and evaluator, the questionnaire section should request each answer in a standardized format, appropriate to each question asked

2. Solicit factual data, as opposed to asking a yes/no question comparing a facility to ideal-accessibility criteria.

ex: Avoid, "Does this entrance provide at least 32 inches in clearance width?" Instead, "Indicate on the answer chart, in inches, the clearance width (see definition at beginning of section of this questionnaire) of the primary building entrance."

3. As shown above, surveying and subsequent evaluation shouldn't be combined in one step. Acquired survey data should be systematically compared to accessibility standards, and discrepancies recorded to enable planning the needed modifications.

4. With the above discrepancies recorded, modification scheduling can be made in priorities. Such priorities are determined by factors to include budget, projections of enrollment by disability type and number, and assessment of which architectural discrepancies cannot be satisfied, as mentioned previously, by supplemental, programmatic accessibility.

CHOOSING APPROPRIATE ACCESSIBILITY CRITERIA

Due to recent development in medical technology, we, of higher education are welcoming a greater number of more severely physically handicapped to our campuses. No longer are our campuses primarily occupied, in speaking of the wheelchair mobile, by the paraplegic, as in the period before the early 60s. From that time, the quadriplegic, with more limited (or nonexistent) arm strength and larger, motorized chair has been fortunately appearing in larger and larger proportions. Some estimates of the paraplegic: quadriplegic ratio run as high as 60:40, respectively, in our overall population.

Consequently, modification and construction criteria for architectural accessibility, to be up-to-date, must realistically reflect the needs of the more severely disabled; and they must do so while not impeding either the less-severely disabled or able-bodied. Most standards of criteria do not meet these essential considerations.

Tap into the direct, first-hand knowledge of the handicapped, themselves, in seeking advice of which, of the many available sets of standards, are the most realistic. Section 504 (Part 84.23 (c)) allows use of the ANSI standards or "other methods . . . when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided," so there is legal latitude for choice of standards. Besides being more updated, some standards are also considerably easier to use than others.

CONVEYING FACILITY INFORMATION TO THE DISABLED

The new legislation requires, in addition to making campus facilities accessible, that information regarding these facilities be readily available. Additionally, this information must be disseminated in a format compatible with communication needs of different disabilities. For the ambulatory disabled, this means detailed maps of accessible campus routings, with supplemental text for information which cannot be depicted graphically. For the sight disabled, who don't have the usual access to normally available printed campus literature, more is necessary. A carefully coordinated tactile map and cassette tape combination should give a routing-orientation to the campus layout, a capsulization of existing, essential printed campus information, and a description of services specially tailored to needs of the sight disabled. The hearing impaired, while having access to all existing printed information, will require a teletype phone adaptor (TTY or equivalent) for communication, otherwise available, to and from the campus.

For the handicapped needing such specially tailored information sources, information objectives are threefold. For disabled students, faculty, and staff, such "access to accessibility" serves to introduce the campus to the interested applicant, to orient the new campus community member, and to serve as reference to the already attending member.

SUMMARY

With its expressed and implied mandates for requiring architectural accessibility, Section 504 will be an interesting piece of legislation to follow in the news. Test cases and precedent cases should be interesting as they will be numerous.

During the tense period prior to HEW signing, it is reported that fears of the 504, campus accessibility price-tag brought one ivy-league university to claim a potential compliance cost of four dollars per-square-foot! We can see from our comparison of accessibility types that this assessment was undoubtedly based on ideal, as opposed to functional, standards. Yet, even adequate functional accessibility is sobering to most campus budgets, especially to the independent, private section.

There are many hypotheses, but as yet no legal answers, regarding ultimate funding responsibilities. Technically, it is the responsibility of each institution, during the three-year provision, to not only administratively plan, but budget, for structural changes. To most institutions, federal legislation of financial grants will provide the only possible means of fully and adequately implementing the existing mandates.

Although this inevitably dark tunnel is budgetarily ahead for most of us, we have no excuse, presently, for not programmatically serving, architecturally surveying, and conveying information of our campuses.

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PROGRAMMATIC ACCESS ON A RESIDENTIAL CAMPUS--THE MSU EXPERIENCE

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ABSTRACT

The Office of Programs for Handicappers (OPH) originated from a positive administrative response to the challenge of the active presence of student Handicappers on campus. In 1972, as chair of an MSU Association of Student Handicappers, I gave a presentation regarding Handicapper/University needs and problems to a University Commission on the future of the University. By 1973, Dr. James B. Hamilton, Assistant Provost for Special Programs (for disadvantaged minorities) had established the OPH, directed and staffed by Handicappers themselves. Dr. Hamilton continued as a strong advocate within the top level of the University Administration while opening channels for Handicappers to advocate for their own needs and solutions at all levels of the university. OPH is presently located in the Office of Special Programs within the Office of the Provost which is linked directly to the President of the University. Our location has facilitated our efforts to evolve as a minority-rights program rather than a medical-model or rehabilitation program. Our initial funding came directly from the University and has since been supplemented by several Federal/State grants.

PROGRAM GOAL

To create a physical and attitudinal environment conducive to equal participation opportunities for Handicappers throughout the university community.

The beginnings of institutional change at Michigan State University in response to the needs of Handicappers as with most institutions was long overdue. However, once some level of university commitment was established, a great deal of responsive change progressed over a relatively short time period. The timing and evolutionary nature of Handicapper services at Michigan State University, as well as the individuals involved therein, contributed to the many unique dimensions of this particular university program. The first phase of the MSU experience began, of course, with the mere presence of Handicappers on campus. Prior to 1965 such presence, especially of wheelchair users and the deaf, had been minimal. There had been a number of blind students enrolled at MSU with a certain level of university accommodation and service such as reading rooms and tape equipment in the Library, volunteer reader services, acceptance of leader dogs in the dorms, etc. The mere presence of Handicappers on campus, however, was not sufficient to catalyze the level of institutional change necessary to meet the needs of all categories of Handicappers. That presence had to be *felt* by the University. It had to become an active presence, a highly visible and vocal presence. For effective advocacy to emerge from the mere presence of individuals who share some relatively common needs, there had to develop a positive acceptance of a generic group identity as well as an attitude that a hostile environment should be considered a challenge not only for the individual experiencing a handicap, but that it is a challenge to the University. This mind set is especially crucial if the advocacy and the direction, and the quantity and quality of university response is to be determined by Handicappers themselves assessing and articulating their own needs and the appropriate positive solutions to meet those needs *not as a matter of charity, but as a matter of right!* In most of the early programs around the country the advocacy has been carried out *for* Handicappers rather than *by* Handicappers. This in part resulted from the fact that the few early programs were for the most part funded through the Federal Vocational Rehabilitation Act Special Project Grants, and for the most part were programmed, directed and entirely staffed by rehabilitation or medically oriented TAB (Temporarily Able-Bodied) professionals rather than qualified Handicappers. In fact, these programs were usually located within a Health Service, Rehabilitation Counselor or Social Work unit of the university. This all had a profound effect upon the direction of the programs and the quality of the institutional response to program initiatives.

These early programs tended to develop a very centralized approach to providing *protective*, special, and separate services. They overemphasized the anticipated health and assumed rehabilitative help needs of students rather than the educational needs of students. They also neglected the need to physically and attitudinally *rehabilitate* the university environment.

The early assumption of the federal grants to colleges was that several such programs scattered across various regions of the country would be sufficient to provide for the needs of student Handicappers. This funding policy, of course, overlooked the fact that wherever there are students, there will be students who experience handicaps. Such a policy denies the right of, and opportunity for, a Handicapper to go to the college of his choice as well as a student who acquires a handicap to continue studies or employment at the college of his choice--unconfined by the physical and attitudinal environment there.

The *MSU Experience*, then, began when one wheelchair user who chose to enroll at MSU began active involvement in the advocacy for University accommodations for Handicappers. Letters were written to the editor of the campus newspaper as well as to the newly appointed interim president of the university, requesting the removal of barriers to Handicappers. In 1970 the acting President, Walter Adams, responded by directing the University Architect to immediately meet with the student Handicapper organization to establish priorities in architectural barrier removal. This initial response included a line item in the University budget of $15,000 per year for removal of architectural barriers. In 1971, the newly appointed University President Clifton R. Wharton, Jr., established a Commission on Admissions and Student Body Composition in order to assess and update University goals and policies relevant to the needs of the total student population. The Commission heard testimony from a variety of groups and individuals. Ironically, the Commission held its sessions in a university building which was inaccessible. The chairperson of a Handicapper student organization requested time before the Committee to address the issues relevant to student Handicappers and was carried into the building by several members of the Commission to give a presentation. Following the Commission hearings an Ad Hoc Committee met to deal with minority student needs which incorporated the concerns of Handicapper students. Dr. James B. Hamilton, then recently appointed Assistant Provost and Director of the MSU Office of Special Programs, was assigned the task of responding to proposals articulated by Handicappers themselves and the specific recommendations included in the Commission's report to the President. This began a most important phase of the evolutionary *MSU Experience*. Dr. Hamilton soon became an active advocate within the administration for a positive University response to the needs of Handicappers while opening channels and facilitating constructive and effective means by which Handicappers could advocate, plan and program in their own behalf. In 1972, I was granted a graduate assistantship in order to develop plans and proposals for the university to meet the specific needs of Handicappers as well as to coordinate services that had already been initiated but not yet mainstreamed. The following year I was hired (after experiencing a brief hassle with university employment discimination) to head the MSU Office of Programs for Handicappers.

The specific goals, services and styles may and should vary from one institution to another according to the unique characteristics of each environment and the individuals therein. A goal of creating an environment physically and attitudinally conducive to equal participation opportunities for Handicappers throughout the university/community may involve: the construction, reconstruction or enhancement of campus facilities, services or activities so as to create greater participatory options while enabling Handicappers to *mainstream* with a minimum of difficulty to themselves and a minimum of disruption to university/community operations; the transcription of textbook print into braille or audio tape so that visual perception or page-turning arm movement is not required to accomplish the necessary reading for successful academic achievement; or it may mean a notetaking or interpreter who can translate the verbal classroom lecture into a medium which can be comprehended by students with various hearing characteristics.

There are some basic issues and criteria which can be used to identify objectives and facilitate planning for facility and program access. A commitment for total environmental enhancement is basic to any program related to equal opportunity for Handicappers. There is, of course, more to program access than physical access to the program or the physical environment/facilities which contain programs. However, it must be understood that program access can not exist until the total environment (and all facilities and programs therein) is accessible and usable. Therefore any methods of implementing equal opportunity mandates, other than providing physical access and use, should be considered supplementive or interim and not substitutive. For example, imagine the case of a student who chose to enroll in a particular course, at a particular time, and taught by a particular professor, but scheduled into an inaccessible building. The tendency would be to develop an elaborate though unworkable on-going process of advance scheduling of all or a *selection* of courses or course sections/activities into accessible buildings (whether or not there is an expressed need or specific request). This in effect simply postpones the inevitable need to make all facilities and programs accessible and at most serves to temporarily justify the continuation or unnecessary expansion of long-term special services. A better solution would be to initiate a simple policy of responding to each specific request for rescheduling a specific course section or university activity out of an inaccessible building and into an accessible building while reconstruction of the inaccessible facility is being planned or implemented. This temporary individualized method of providing program access and use during the transitional phase of planning and implementing total and equal access and use opportunities will require less ongoing administrative costs to the university while providing greater individual independence among Handicappers. This combination of methods approach is also in recognition of those students, parents, faculty and other university employees or guests who may become Handicappers temporarily or otherwise during the course of their academic program, work or visit.

The population MSU/OPH serves includes individuals with various physical characteristics usually labeled or stigmatized as "handicaps" or "disabilities." Most frequent among our student contacts are Handicappers experiencing blindness or partial sight, deafness or partial hearing, movement barriers, epilepsy, and other apparent or nonapparent characteristics.

The MSU/OPH perceives its role as a coordinator or catalyst of university services to Handicappers; not as a centralized, protective, segregated service provider. Services provided by MSU as coordinated/catalyzed/or supported by OPH include individualized support services such as volunteer reader program, library reading rooms and equipment (TV magnifiers, recorders, talking calculators, opti-cons, braille writers and typewriters, braille duplicators for class handouts and tests, etc., tape duplicators, audio and braille library, braille map of campus for initial orientation); personal assistants (recruitment, training and referral resource); notetaking, transcription, and limited interpreter services. OPH provides assistance to the university in developing and implementing affirmative action responses to the mandate of Sections 503 and 504 of the Vocational Rehabilitation Act of 1973 and Public Act 220 (the Michigan Handicappers Civil Rights Act) for employees, students, and visiting members of the public. OPH, of course, plays a major role in assisting the University with enhancing the physical environment (Gentile 1977). The entire OPH staff interacts with other units of the university in assuring adequate personal, academic, financial aid, career, and peer counseling and campus orientation services. Many positive changes on campus and throughout the surrounding community have resulted from OPH advocacy. This has included increased environmental enhancement not only at MSU but in the greater Lansing community and throughout Michigan through legislation and improved building code requirements. Advocacy for equal opportunity for students has produced positive community awareness of the presence of able Handicappers on the part of MSU and the greater Lansing area, the

Capitol complex of State Agencies and the State Legislature which will benefit students long after leaving the university environment. We continue to mainstream Handicapper issues into appropriate academic course curriculum as well as appropriate university administrative units providing various student or employee services. One of the most productive results of OPH efforts and the positive role-model effects of Handicapper staff is the positive individual and generic identity developed among Handicappers. Handicappers at MSU as well as in the greater community and to a great degree throughout Michigan are cooperating rather than competing in efforts to gain their share of equal opportunity (MSU AA Plan and OPH Brochure).

The development of positive language and graphics which allows TAB's individuals to converse with or about Handicappers in positive terms and relate to Handicappers in a positive way has produced greater empathetic rather than sympathetic responses to the active presence of Handicappers (Gentile & Taylor, 1976).

I am enthused with the program that over a relatively short time MSU has achieved with its vast and somewhat ancient environment. I am further motivated not toward having the *best* university program for Handicappers in comparison to others in the country, but toward meeting the challenge of developing and maintaining the *best* physical and attitudinal environment that can possibly exist at MSU in comparison to its own unique potential.

The advocacy and services offered through MSU Programs for Handicappers reflect the philosophy of maximizing individual independence and equal participation opportunities through accommodation of individual *need* rather than individual special *privilege*. The university/community response to the active presence of Handicappers, like an individual's personal response to experiencing a "handicap," must not reflect the negative perception and expectation of a "tragic, burdensome problem," but rather an affirmative action approach to a new challenge!

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PLANNING FOR PROGRAMMATIC ACCESS ON THE RESIDENTIAL CAMPUS

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ABSTRACT

Higher education is challenged with educating the total person. Students with handicaps that get involved in extracurricular activities tend to remain in school, finish their education and graduate. Educational institutions must decide whether its obligation is to provide positive professional assistance or to provide the freedom for trial and error learning. This paper focuses on providing positive professional assistance.

PLANNING FOR PROGRAMMATIC ACCESS ON THE RESIDENTIAL CAMPUS

Students arrive on campus with expectations that this is going to make their future. During the weeks and months ensuing, personal changes occur that move each individual from what she/he has been to what she/he will be.

Higher education has been licensed by society to offer the environment that nudges these changes into culturally desired characteristics. Over the years the higher educational environment has made changes to meet the societal expectations and needs. The current campus environment generally reflects the current state of this society's requirements for college educated adults. By admitting a student to study, the college is essentially offering the best possible opportunity for an individual to develop intellectually, physically, socially, and psychologically. The total college experience is involved in this growth. The student with a handicap must have the same opportunity for the total college experience, with its rigors and pleasures, to become the adult that society expects.

During the past seven years exposure to students with disabilities, the writer has noticed two groups of incoming freshmen:

The first group have a carefully thought through goal, are realistic in their approach to higher education, personally settled in their abilities and socially secure and able. This group requires little in the way of a formal program for handicapped students.

The second group, which tends to be larger, are experiencing freshmen shock, are dependent in their life style, unsure of most everything, and naive about adult responsibilities, behavior and expectations. Within a college setting, this second group needs the greatest immediate assistance to survive the first intense weeks. Those that are able to get involved in studies, recreation, social activities and college life usually remain in school, complete their studies and graduate.

This writer's personal experience has shown that positive professional assistance results in students who make rapid strides in personal maturity. A high rate of dropout may result from the use of trial and error learning.

This paper presents three points to consider in planning programs for students with handicaps. These are:

1. Provide opportunities for handicapped students to learn what questions they need to ask.
2. Provide the opportunity for handicapped students to learn how to use their abilities.
3. Provide the opportunity for handicapped students to discover and test what reality is.

LEARNING WHAT QUESTIONS TO ASK

The student with a handicap who has either been made dependent or who has not had the opportunity to learn independence often finds higher education a confusing world. They also have the greater expectation that higher education will negate their disability. Too often it is assumed the individual understands what higher education is all about. This is not so.

Programs for disabled students must be able to provide the most naive student with the opportunity to learn how to function in a college setting. Counseling is important. Of greater importance are activities in which the student feels safe. These activities include opportunities to try different social skills, personal risk taking, and physical challenges. This may be as simple as agreement that the student contact administrative components in the school to find out what they do. It may also include formal participation in intercollegiate wheelchair athletic programs. It is the involvement with others that is of prime importance along with having someone who is interested enough to encourage following through with the agreement.

Too often it is assumed that the student will be responsible for his/her own behavior, and will learn from the consequences. What we tend to forget is that many students have never had this type of responsibility. Many will learn from peers but empirical evidence indicates that undesirable habits and stereotyped behavior may develop at the expense of productive habits and growth towards mature behavior.

Someone should be available to assist students in discovering how to both work and play in the college environment. Recreation and leisure time activities are as important as study activities. Both may need to be structured by the school.

Activities that require the students to give of themselves provide the opportunities to experience the thrill of giving that many times have been missing in their lives. At times it takes a significant other to perceive what that is and draw on it. Programs need to function as a catalyst.

Activities are a viable means of providing the opportunity to learn about self. It is also important to sense when the student has outgrown a semi-structured program and is ready to function as an independent college student.

LEARNING HOW TO USE ABILITIES

Often the young person with a congenital handicap receives a great amount of therapy as a child. Individuals with traumatic injuries receive intensive medical rehabilitation. Deteriorative disabilities receive regular medical consultation. As the individual reaches adulthood and college age, all therapy, scheduled medical rehabilitation and consultation tend to cease.

Individuals who continue seeking means to challenge their potential abilities can mature and enter society through their own determination. The individual who lacks this determination tends to be the forgotten person, ignored by society and often only tolerated by family.

Any institution of higher education has within its physical plan great potential for providing the necessary opportunities that challenge the abilities of the handicapped person. There are but few other public institutions that can provide this professional expertise, the facilities and opportunities.

This does not require the elaborate medical rehabilitation style approach. It requires knowledgeable professionals who are ingenious enough to use existing experts, facilities and equipment. It requires a large commitment by the administration and the institution. This latter commitment is going to be easier to get due to PL 93-112 and PL 93-516. It requires a professional who understands the postsecondary education system and human nature, as well as having a solid background in rehabilitation.

The question each higher educational institution must answer for itself is: What are our responsibilities for contributing to the total growth of our students?

OPPORTUNITY TO DISCOVER AND TEST REALITY

Overly dependent individuals have a slanted view of reality. Their past experiences have promoted habits of waiting and reacting. Reality then tends to be what another person does, says, thinks. Their system is geared for taking but not for giving. The behavior is passive with a significant amount of anger.

Opportunities to learn new ways of fulfilling needs are a must. Learning to see reality from a different perspective requires that the individual be able to interact on a rewarding mature basis. Student programs need to offer a wide variety of opportunities for involvement reflecting the wide varieties of personal needs in a student population.

Encouraging participation in student activities does not require elaborate staffing or funding. Often it requires a knowledgeable individual to spend time explaining how to function in a specific activity or group. Students learn a great deal from each other. This is also a viable means of learning to give of self and checking what is and what is not realistic for self. Student group planning of activities encourages students to explore means of assuming responsibility and dealing with the real world. Reality becomes active as opposed to passive with encouragement from the group and the group reward for a job well done.

Often activities are suggested by students involved in previous planning. If not, the professional staff need to come up with ideas and enthusiasm that will attract students. Students that have not been involved in the fun of planning and discovered the reward of reaching the goal may have to be led into and encouraged to participate. If this is the way of breaking down their isolation barrier, then the sooner it is done the more time they will have in their college career to enjoy the benefits.

SUMMARY

Some students with handicaps fit into the higher education scene like they were made for it. However, some students' past experiences have not prepared them for the sophisticated social interactions, the maturity, the physical stamina or self-confidence to tackle higher education without assistance. For this group of students, programs may be of assistance by providing opportunities for:

1. Learning what questions they need to ask.
2. Learning how to use their abilities.
3. Discovering and testing what reality is for them.

Making a campus architecturally accessible provides the opportunity for and obligation of a higher educational institution to educate the total student. Programmatic planning needs to include those activities and opportunities that enable the naive student to learn those social, physical and psychological skills necessary to compete with other college students.

THE COMMUTER COLLEGES' DISABLED STUDENTS: GETTING TO AND THROUGH THE OPEN DOOR

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ABSTRACT

Commuter colleges are presently involved in a pioneer effort to meet the needs of the physically disabled as a nontraditional student. Physical, educational, and attitudinal accessibility must all be a part of our colleges' Equal Access/Equal Opportunity commitment.

Institutions which call themselves community colleges, junior colleges or commuter colleges have become common place in most large and middle-sized cities throughout the United States. They are providing low-cost education in career as well as academic areas. Generally, these colleges have given special educational opportunities to nontraditional students. Mature students, Blacks, Hispanics, people in jails and many other types of previously disenfranchised citizens became part of their community's educational process through such colleges. The physically-limited student, however, has yet to be served adequately by most of these colleges. Although "the handicapped" are usually a part of the Equal Access/Equal Opportunity commitment, this commitment often involves accessibility issues only. Physical accessibility is one standard by which a college can be judged. From my experience, however, the major concern of Equal Access/Equal Opportunity is for minority black students with a lesser emphasis on other minorities such as American Indians, Hispanics, women, etc. Hopefully, the new 504 legislation of 1973 Vocational Rehabilitation Act will provide greater impetus on behalf of the handicapped population.

Developing effective criteria for equal access at the commuter college level is a complex job. Often people who have had involvement with minority affairs as part of their duties are thrust into a decision-making role regarding the physically handicapped. Further, since there are few training opportunities for such people, they may be virtually on their own to find what information they can about this new college population. This is most unfair to both the student and the minority affairs person. Because of the varying types of disabilities, attitudinal biases, affirmative action issues, the meaning of Equal Access/Equal Opportunity varies greatly. Thus one must learn to be a specialist within the general area of "handicapping conditions."

A totally blind student, for example, who is taking an academic program may need special reader services, accessibility to Braille and audio materials and on-campus mobility instruction. As the student becomes involved with specific skill areas, there will also be a need to provide and/or modify special equipment, and develop new training techniques. Even more basic than the above needs is the ability for our prospective student to get to the campus. Transportation, often, is the barrier for visually impaired citizens in attending a commuter college. The very word "commuter" implies driving in most areas. Finding appropriate transportation now becomes part of the responsibility of a person who is truly interested in overcoming barriers for such prospective student.

A student with orthopedic or mobility impairments is also often faced with transportation barriers. Special driver education courses may need to be instituted on campuses. In this way, hand controlled cars and other special devices can be demonstrated to persons with various disabilities. This may allow a person the opportunity of driving when there is no such opportunity in the community. When the orthopedically impaired are on campus, physical accessibility such as lower thresholds, water fountains, accessible bathroom facilities, etc., are of prime importance. Specialized equipment may be needed for persons on crutches or in wheelchairs. Physical education is the most obvious area in which the physically impaired may not be able to compete with the able-bodied students. Thus, physical education curriculums should certainly have adapted courses geared for persons with orthopedic and other types of disabilities. Academically geared classes may also present special problems for the orthopedically impaired. For example, if the student is quadraplegic, has cerebral palsy or other severe limitations, he/she will need extra help in the form of note-taking services, toiletting, feeding and attendant care in pushing wheelchairs. Further, a student with cerebral palsy may benefit greatly from speech therapy as will any student with speech and/or communication disorders.

It has been my experience that a person who is severely hard of hearing or profoundly deaf will have the greatest difficulty educationally. If a hearing deficit is the only disability, it is likely that that person will not have a severe transportation barrier. However, in the college classroom, it is most difficult for such a student to receive meaningful data. Without interpreters for the deaf and note takers, classroom discussions and lectures become a horror for these students. If the person has not learned to sign, learning that process may be essential for success at the college. That opportunity should be provided on a credit basis. Again, speech therapy makes a difference between being understood or not being understood. Often, the deaf have had real limitations in terms of educational opportunities. For this reason, special classes may be warranted to help remediate. Special adaptations may be necessary in some equipment in the skills and vocational areas. Also, innovated training approaches are often necessary. Opportunities for socialization must be made as such opportunities have often been lacking.

A nurse and consultant-doctor are important to students in general. It is crucial to offer such services for people who are physically limited. Cardiac patients, stroke victims, persons with special needs who are paraplegic or quadraplegic will find these services most effective. Also, informations about hidden disabilities, such as epilepsy can be dealt with through the nurse's office. Dissemination of information regarding these hidden disabilities should be part of his/her duties.

The brief sketches above illustrate types of special services required to make the college accessible. These services will need to be as varied and individualized as are types of disabilities. The purpose for such support services is to allow the student who is disabled to take regular college courses. The only exception to this approach is when the disabled student will be programmed for failure by taking a "regular course." For some deaf students, as noted above, and some people in the area of physical education, this may not be possible. In the case of hearing impaired, any special classes would have mainstreaming as their final goal. Taking regular classes is more economical, more practical in terms of career areas and involves a greater diversity of available educational opportunity. We have found that segregation is not effective with any minority group. This lesson should not be relearned with the physically limited.

Most people with disabilities will agree that the biggest barrier to their self-actualization is the attitude of others toward them. This attitudinal barrier must be aggressively dealt with at a college level. We, at Miami Dade Community College, have developed awareness workshops on this issue which have been most effective. These workshops will be described in detail in an upcoming American Personnel and Guidance Journal. Basically, we exposed nonhandicapped people to this issue through their becoming disabled. This experiential approach was the most effective technique we have found in breaking down attitudinal barriers. Suddenly, the disabled person does not remain "them," but "me." She/he discovers that we are basically the same people with or without a disability. There are special circumstances involved in being disabled, but the feelings about those circumstances are common to us all. Any such workshop should be designed by persons who are actually disabled. Also, at least, one facilitator should be visibly disabled. We have found that it is effective to have an able-bodied and disabled cofacilitator. Each has his/her own role in allowing the participants to open themselves to this new experience. Workshops such as this should be offered to administrators, faculty, staff and students. Discussions should be held in all classes that deal with human beings regarding the issue of disability. Further, colleges should be more active in lobbying for textbooks and other educational materials which deal with this topic as part of this human condition. Disabled persons, as role models, should be recruited in the areas of administration, faculty and staff. Affirmative action in hiring has not generally focused on the physically limited.

The above techniques are suggested in "setting a climate" for the student. Often, if the right type of climate is set, students will form a group on the issue of disability. At Miami Dade Community College, for example, the students' group is called "Project Insight." These students feel free enough to declare themselves as being disabled or having an interest in this topic. Such students have often been interested in sharing their unique experience with classes such as psychology, business and sociology. The "openness" of our open door college means more than a wide doorway.

Each commuter college is unique. Planning for meeting the needs of the physically limited must be, therefore, individualized. Noncredit courses, for example, may or may not be an important part of a campus program. Where such courses are important, special efforts should be made to meet the needs of this population. In order to effectively deal with this overall program, interested people should be pulled together into a planning committee on each campus. These planning committees should cut across faculty, administration, staff and student lines. Able-bodied and disabled persons from these areas should meet as a planning committee. Often, the first job of such an *ad hoc* committee will be to sensitize others regarding the importance of providing for this nontraditional group. Our planning committee has been successful in drawing our president, vice-president and other top administrators together for such a sensitivity workshop. The board of trustees or a similar body should also be involved in this issue. They have been most effective advocates for the disabled at Miami Dade Community College. As the group crystallizes and the college commitment becomes stronger, important people to have as part of the committee would be: audio-visual specialist, building and construction personnel, faculty from each of the major academic and vocational areas, medical personnel, placement personnel, counseling professionals, speech therapists, college president or his/her representative and students. Unlike some other committees, this must be an action committee. Because of the complexity of this job, it is important that the person who leads the group receive some compensatory time. The group leader must be in close contact with the students and their needs. On a basis of student need and institutional commitment, a beginning plan can be made for equal access of the physically limited student. At all points of planning, the students must be involved. This does not mean a great deal of student time, but some formalized contact with students who represent different types of disabilities. As disabled students generally have serious time and medical pressures, this can be difficult. Recognizing this difficulty, it is essential that such contact be sought and developed.

The goal of any planning committee will logically be the enlarged representation of special needs of the disabled in the areas of academics, socialization, recreation and career development. Lobbying for funding both internally and externally will be one of the vital functions of the committee. It is simply more expensive to educate a person with a severe disability than a person who does not have that same limitation. New federal, state and local legislation must be closely followed. Administrators must be apprised of new developments legislatively and their impact on the physically disabled student. Group members, including students, should be part of the campus Equal Access/Equal Opportunity Committee.

Most commuter colleges are beginning a pioneer effort to meet the needs of this special group. To help us do a better job, there must be more communication between colleges regarding appropriate programming. More funds should be available for such programs. We can promote an increased awareness on the part of our administration to the importance of this group of people. We must, in other words, help the student get to and through our so-called "open door."

IMPROVING ACCESS TO HIGHER EDUCATION: WITH SPECIAL EMPHASIS ON THE NEEDS OF NONRESIDENTIAL STUDENTS

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The purpose of this brief paper is to introduce you to the requirements stipulated under Section 504 of the Rehabilitation Act of 1973, as amended, and to outline a set of criteria that will be useful in guiding the development of equal access on your campus.

The effective date of the Section 504 Regulations was June 3, 1977. Actions required under the regulations stipulate that in order to remain eligible for federal financial assistance, all institutional recipients of federal funds must file an Assurance of Compliance and also carry out additional actions on the timetable outlined below.

Publication of the regulation has created endless concern for college and university administrators around the country. Some have refused to file the Assurance of Compliance because they were afraid it would prejudice their rights to challenge regulations they considered illegal. Others have expressed considerable dismay at the potential costs of compliance. Already there has been one case in South Carolina (Converse College) where a U.S. district judge has ordered the college to pay an estimated $750 for a sign language interpreter for a deaf student. In order to minimize misunderstanding, and to promote a more constructive response to the regulations, the national higher education organizations are setting up a project that will assist members of the higher education community to meet the needs of disabled students.

This will include publication of a series of manuals by the National Associaton of College and University Business officers, and a series of workshops sponsored by the Association of Physical Plant Administrators. An information clearing house will be operated by the American Association for Higher Education, and the College and University Personnel Association will offer teaching programs featuring special techniques for educating the disabled.

Thus more help is on the way. In the meantime, I offer the following check list of criteria promoting equal access to the college campus. As you read the list, please be aware

TIMETABLE

Required Action	Deadline Dates
1. Programs must be accessible to handicapped students [84.22(d)].	Within 60 days of the effective date unless structural changes required (August 2, 1977).
2. Make initial notice that institution does not discriminate on basis of handicap [84.8(a)].	Within 90 days of effective date (September 1, 1977).
3. Have developed a "transition plan" outlining structural changes necessary to achieve program accessibility [84.22(d)].	Within 6 months of effective date (December 3, 1977).
4. Complete a self-evaluation similar to Title IX [84.6(c)].	Within one year of effective date (June 3, 1978).
5. Complete structural changes necessary to achieve program accessibility [84.22(d)].	Within 3 years of effective date (June 3, 1980) but as expeditiously as possible.

that this is a rapidly developing area of special interest, and recall that the development of barrier free attitudes on campus will involve endless energy and vigilance. For example, every month there is some new publication revising standards of accessibility. Generally, these are inexpensive and very useful. The publication *Architectural Accessibility for the Disabled of College Campuses* circulated by the State University Construction Fund, 194 Washington Avenue, Albany, New York 12210 (October 1976), is a good example of this.

In regard to the need for vigilance and patience in promoting barrier free attitudes, I would cite the problems: (1) of policing reserved parking areas (illegal cars must be towed away), (2) of avoiding obstructions on supposedly barrier free walkways in the Spring there seems an endless need to maintain the walkways, so wheelchair students won't have to wind their way around construction materials; in the winter there is the problem of snow removal (perhaps the Wright State approach of providing tunnels connecting all buildings is the solution); (3) even "cooperative" faculty members may be unwilling to modify assignments to meet the needs of some disabled, and they cannot come to terms with the idea of "learning disabilities."

CRITERIA FOR EQUAL ACCESS

I. Barrier Free Facilities. A requirement for all new construction. Review American Standard Specifications for making buildings accessible. Involve disabled personnel in developing design specifications. Monitor all design and construction.

II. Accessible Facilities. Total barrier free access is desirable, but not essential. It is sufficient to provide programs in accessible locations, with adequate supporting facilities; e.g.,

  A. Barrier Free Approaches: Reserved parking areas; ramps; automatic doors.
  B. Adapted Facilities: e.g., specially equipped toilets; braille signs and safety guards.
  C. Adapted Classroom and Library Facilities: e.g., lab spaces for wheelchairs; magnification of sound reinforcement equipment.

III. Barrier Free Attitudes. *Must be campus-wide*, affecting all services.

  A. Admissions: Forms and tests adapted to student need.
  B. Financial Aid: Awareness of availability of funds from external agencies. Readiness to package aid in response to student needs.
  C. Registration and Orientation: Removal of physical or other barriers that would otherwise create handicaps for disabled.
  D. Instruction:
    1. Courses scheduled and located with needs of disabled students in mind.
    2. Instructor awareness and cooperation.
    3. Teaching and assignment approaches adapted to needs of disabled students.
    4. Classroom aids--e.g., signs for hearing impaired and adapted materials for the blind.
    5. Academic Support Services--Readers, recordings, adapted typewriters, etc., in library locations. Special arrangements for tests and assignments.
    6. Student Support Services--All traditional services plus storage for power driven wheelchairs, wheelchair repairs, counseling for disabled students, special employment placement services.
    7. Athletic Recreational and Cultural Activities--Adapted physical education programs. Vehicles equipped to transport disabled students.

8. Special Housing--For campuses that accommodate residential students.
9. Employment of Disabled Staff--
    a. Required under related legislation.
    b. Role models for disabled students.

PLANNING FOR PROGRAMMATIC ACCESS ON THE COMMUTER CAMPUS

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ABSTRACT

1. What constitutes equal access beyond architectural design?
2. Should the disabled student have access to every type and kind of program (i.e., athletics, cultural/social events), offered by the institution?

The successful resolution of these questions depends on the intent, attitude and philosophy of the president of a college or university and the key administrators. Unless this group is committed to having the disabled student on campus compliance with the 504 Regulations will be carried out at a snail's pace or slower. (Potter, 1977) There are legal deadlines. However, bureaucrats can be ingenious at devising delay tactics when their hearts are not in accord with the law (witness the delays in integration, women's rights and other aspects of affirmative action). Only when the upper echelon is persuaded that, one, the disabled have the *right* to be on campus and two, they *want* the disabled on campus, are we in a position to tackle the very tough issues of access to higher education. With the underlying thought that philosophy guides actions, let's look into each of the issues to be addressed.

INTRODUCTION

Architectural design which permits free access, is an important beginning. Every new building must be thoroughly scrutinized as to its accessibility by people in wheelchairs or other disabling conditions. Once we have this accomplished in new buildings, we must examine older buildings to see if we can modify them. New and old buildings, and architectural design for accessibility, are at least two papers in themselves. Let's look beyond architectural design and stay with the issue of programmatic accessibility. We'll concentrate on several areas:

1. Programmatic Accessibility
2. Services
3. Testing and Research
4. Advisement
5. Faculty and Staff Sensitivity
6. Monitoring the Program

PROGRAMMATIC ACCESSIBILITY

Basically, to provide equal access, we must want to accommodate the disabled person. We interview every student who indicates a disability on the application for admission. By interviewing students individually we know what we have to do to accommodate him/her in any of the areas we will discuss. The 504 Regulations talk about programmatic access. If a student is unable to climb stairs and there is no elevator to reach the classroom, then the class must be moved to an accessible room. The program the student wants to study must be accessible. It might be inconvenient. In the case of science laboratories, it may be next to impossible, but now the disabled student has the right to sue if he/she is not permitted to study. There are other alternatives. We had a young woman who was attending college in a wheelchair. She had to have an operation on her spine and remain in a total body cast for a year. She was matriculated prior to the operation, so we had an obligation to provide classes to her for the year after the operation. She took three classes during the academic year--at home. It might not have been ideal, but she managed. Her professors sent her outlines, book lists, and names of her texts, tests, etc. She spoke with them over the telephone to discuss topics for research papers or any other questions that emerged. The mail and the telephone transcended architectural barriers because her professors cared. An actual telecommunications setup in the class during lectures would have enhanced this experience. We will be a part of that kind of system in the near future. With this piece of equipment we will be able to reach more people who are homebound. Moving classes, telephonic communication and the mail are some of the programmatic responses to students with special needs.

Along with these techniques there are services which should be offered to the disabled student if he/she needs them. A few students need materials read to them. The Library of Congress and your state's Library for the Blind and Handicapped can be the resources for taped materials. The campus library can also have a cadre of volunteers who read, and possibly tape, materials for use by students. Some of our students require writers. One method of circumventing this need is to have students dictate materials onto a tape and have the tape transcribed. The student can review the transcript and make corrections--again using a tape. One thing to be kept in mind with both readers and writers, is that the person who reads or writes should be literate in the subject matter. Writers are a necessity for most quadriplegics, particularly if there is a quiz which must be completed in class. If it is a take home test, then a quad will work out other methods of responding, e.g., typing with a mouth stick or dictating materials.

Students might also need physical assistance. Our students give us their schedules and we have a trained person meet them at an appointed time (both for arrival and when leaving). We used to rely on Security Officers, but we found that these people felt it was an imposition (especially after two men hurt themselves transferring a student). Our ambulance squad is generally available. Being a commuter college, many of our students have vans with hydraulic lifts and require no help at all.

We should keep in mind that about two-thirds of the students require only a special parking place and an elevator key. If we didn't keep records, we probably wouldn't even know that they were on campus. They do blend in. They are not helpless. They are bright and highly motivated and often don't require any special assistance. We have been able to use work study monies to compensate students for their help. This removes the notion of the disabled being helped gratis. Since no charity is involved, the disabled person has the freedom to say he/she would prefer to work with someone else if the relationship falls short of expectations.

The college can approach the financial aspects of this by the work study method, or asking the sponsoring agency for monies; e.g., Foundation for the Blind pays readers and writers. One of the methods we use for getting money for the additional equipment needed in our program is to have a Swim-A-Thon. This is a twenty-four-hour all-college and community event. People swim or sponsor swimmers, but everyone from administrators to faculty to maintenance participates. We bought adaptive physical education equipment for our special program last year. This year we will equip our library with a mounted magnifier and other aids. These fund raisers set a tone on campus because of participation and publicity. Prior to this year's event we staged a two-day sensitivity experience. Volunteers (faculty, students, administrators) who wished to, could ride wheelchairs (manual or electric), walk around blindfolded or have extremities bound up. The response financially proved the success; we raised $2,000 at each event.

TESTING AND RESEARCH

When a college or university takes on many disabled students, the word gets out and more come. We started with a handful of students in 1971. Last year we had thirty-nine students officially registered and this fall we have fifty-five students signed up. With these increased numbers, and to insure that we go beyond architectural accessibility, we are trying to develop testing which is tailored to the quad, blind or learning disabled. This seemingly disparate group generally share one thing--tremendous difficulty in the physical act of writing. We are in the process of developing testing and programming to enhance their ability to dictate materials. We are also trying to develop more sophisticated hardware for them to use during the learning process. The School of Theoretical and Applied Science, and Dr. Halpern in particular, works with us and the students. Human engineering and an interdisciplinary approach are the problem solving methods used. Dr. Halpern just received an internal grant of $5,000 to further his research.

ADVISEMENT

We are a liberal arts college; however, we do not eschew the eventual goal of meaningful employment. We encourage our disabled students to pursue their talents and interests.

We support the quadriplegic who wants to major in chemistry or architecture. They may not physically be able to manipulate materials, but if they have a propensity toward a particular field, their creativity must be nurtured. One of our brightest students was an architectural student at a leading university when he had an accident, leaving him paralyzed from the neck down. He abandoned architecture as a career. When he enrolled here, he experimented with several courses but seemed to lean toward math and architecture. We encouraged him, over his objectives, to pursue architecture. This fall he is enrolled in three advanced mathematics courses and is back on target. He can tell others where to draw the lines, if he becomes an architect--perhaps use a computer. His creativity in the field is what society should value and cultivate. We believe that a disability plays a part in career choice, but does not entirely determine that choice.

We also have developed an ongoing interaction with local businesses, with the thought of future employment. This fall we will have representatives from thirty firms attending a conference entitled, "All you wanted to know about the disabled, but were afraid to ask." Corny? Perhaps, but these personnel people will have an opportunity to question their suspicions, superstitions and fears concerning the disabled. They will receive the straight story from staff members and students. They will also learn that we are seriously committed to our students.

To knock down other barriers, architectural and attitudinal, we embarked on a campaign to get a local restaurant barrier-free. After the pressure of letters and phone calls to a couple of vice presidents, they did the job. The local manager called me with great pride, asking us to go ahead and organize a ribbon cutting ceremony. He also took me up on an offer to spend some time with his employees and conduct a sensitivity workshop. We affected actual physical change and now, joined by three students, we will be able to sensitize forty to fifty employees to the rights of disabled people. This opportunity for our students is a type of unspoken advisement. Actions and few words effected change. Our students will be the leaders and they must learn the elements of leadership now.

FACULTY AND STAFF SENSITIVITY

There are professors and staff people who express discomfort when interacting with the disabled. We want to sensitize the entire work force at the college. The staff of the Office of Specialized Service, directed by Carol Goldstein (a paraplegic) has visited the various schools within the college to discuss our program and to elicit suggestions from the faculty. This formal method is probably less effective than a one to one contact or a conference about a particular student. We keep in touch with the student's progress by means of a mid-year questionnaire and conference with professor and student (when necessary). If tutoring is required, we find an upper-class person for the job. We try to show the professor and student that we support them.

One thing that has occurred on campus is an informal referral system. Once people are aware of a person who tries to deal with special educational problems, students are referred. Three learning disabled students have come to my attention this way. This group of students is the most challenging to deal with educationally. They suffer more prejudice than many other disabled students. They can move their hands well, they don't appear disabled, they often are very articulate and they are often labeled lazy, illiterate or misplaced in college. Again, we are attempting to develop methods for them to cope with their processing gaps. Sometimes the academic counselor must become an advocate, helping faculty to understand this special group.

The tone at our college is set by the president. His obvious dedication to the rights of the disabled means that key administrators support his philosophy. This keeps most people on their toes in regard to the disabled. The crews who clean the paths of snow know that wheelchairs will require a thorough job. Security knows it must ticket cars illegally parked in the disabled students' parking lot.

Faculty know that there is an expectation that they work with, not coddle, the student who may have special needs. They allow tape recorders, take home tests, untimed tests, etc. Librarians are quick to aid students in securing books that are shelved high or to keep magnifiers and the Braille typewriter available.

It is a team effort which encourages the students to fulfill themselves, and we are the expediters.

MONITORING THE PROGRAM

Smugness, or believing you have everything set, is the enemy of any program, especially one for the disabled. You must constantly be aware of the students and their specific needs. We have a student who has glaucoma. She has difficulty differentiating borders because of problems with depth perception. A brown wooden desk and a brown wooden floor merge and look the same. Putting something as simple as red tape around the edges of the desk helped her figure out where the desk ended and the floor began.

Another incident where things needed to be monitored was the sudden emergence of a motorcycle rack on a sidewalk in the vicinity of our visitor's parking lot. The motorcycles were parked at ninety-degree angles across the sidewalk where students in wheelchairs travel to the Physical Education Building. No wheelchair could go past. When the Campus Planning Office was questioned about this, they knew nothing about the mysterious rack. Further investigation showed that a Security Officer, a Dean and the head of Maintenance thought it was a good place to secure the motorcycles. It never occurred to them that they should check with anyone. So, even on a campus with clearly stated objectives in regard to the disabled, and everyone agreeing with the objectives, close surveillance of the physical plant is a necessity.

These are things we can observe, so it's easier to monitor them. Attitudes and prejudices are harder to be aware of, but we try very hard to listen to our students. One of our students submitted a taped response to several questions to his professor. It was a method we devised to demonstrate that, while he couldn't physically write well, he could express knowledge in an organized fashion verbally. The professor agreed and then took three weeks to get around to listening to the tape. The professor resisted information given in an unaccustomed manner. We should have transcribed the tape, thus conforming to the professor's reliance on the printed word. Professors are busy people; they don't always want to take time. We must be aware of who will help rather than hinder, and we must learn how we can aid professors who resist.

Monitoring is the full time occupation after your buildings are barrier-free and you have a program started. The people to help monitor are the Special Service staff and the students who come with differing requirements.

Should the disabled student have equal access to every program? The answer must be yes, if we regard the disabled student equal to his/her fellow students. For instance, if the institution has physical education as a requirement, then it must have an adaptive physical education program for the disabled. Paraplegics with tremendous upper body strength can easily compete with others. There are other areas where competition is possible, e.g., ping-pong, swimming, scuba, etc. Competitive and recreational sports are possible and encouraged for the physically disabled. The health of mind and body is equally relevant for the disabled. It is important for disabled people to get physical exercise if they are generally immobile. This movement helps their circulation and this is imperative for good health. Programs can be set up at minimal cost. There is expertise available, so why not help develop physical strength while developing intellectual capacities.

As far as cultural and social events on campus are concerned, of course, they must be offered to the disabled student. Our students enjoy a beer in the pub, dating, going to sporting events, theater, concerts, etc. They are exactly like any other human being. There is no issue to discuss in question four. It is an architectural question and should be addressed as such. Make your extracurricular activities barrier-free so all students can partake of the benefits. One side benefit, you will even beef up sales of tickets because there are folks in your surrounding communities who enjoy concerts, theater, sporting events, etc., and they also live in wheelchairs,

In all of the hoopla over costs and programs, let us keep one thing in mind. We are all equal. We all have a right to develop our potential, and we must provide equal opportunities for every human being.

All the disabled need from us is for us to hear them and help them develop the skills of leadership. They will take it from there.

The commuter campus does pose additional questions in regard to the disabled student. The requirements necessary for the commuting student are:

1. Parking facilities close to main buildings.
2. Accessible entrances, preferably not through the kitchens.
3. Storage and recharge facility for electric wheelchairs if they are used solely on campus.
4. Attendants for transfers into and out of cars.
5. A nurse's office or other area to recline, if there is a long time between classes.
6. Fountains low enough to get a drink for medication.

These are some considerations for the commuter. The things that are difficult to circumvent are the problems surrounding the student who cannot drive. Dependence on others and their time schedules can be very rough. Friends and parents wear out and fellow students may not be able to dovetail schedules. We have had students stranded, with our Security making frantic phone calls to parents to pick up the student.

We generally advise students to try to minimize the number of days they travel to the campus. A three-day schedule is best, especially in winter. It is also a good idea to have a C.B. to communicate any mechanical problems.

Otherwise, the commuting disabled student has the same type of experience as a nondisabled student. Social life might be lessened, but study time might be quieter. Dependence on parents might be perpetuated, and this causes problems of resentment. It is a good idea for the disabled student to live on campus if at all possible, especually during the last two years of his/her career.

REFERENCES

Potter, Laurie. "View from the Firing Line: A Counselor's Perspective on the Disabled in Higher Ed." Presentation at Center for Advanced Study in Education and University Center of the City University of New York, 1977.

SUMMARY OF DISCUSSION AND WORK SESSIONS ON "PLANNING FOR ARCHITECTURAL ACCESSIBILITY"

Issues to be addressed:

1. Is an "accessible" campus adequate or should it be barrier free?

2. How can an institution plan a systematic approach to barrier removal?

3. What criteria should be used in identifying a campus as accessible?

4. How should accessible features be identified/symbolized?

5. Who bears responsibility for the cost of structural modifications?

ACCESSIBLE OR BARRIER-FREE

There was some discussion of the relationship and meaning of the terms "barrier-free," "accessible" and "usable." It was decided that "barrier-free" is used to mean a facility is more than accessible. Someone added that possibly "barrier-free" means that a facility is more accessible to people in wheelchairs or to people with all handicaps rather than one, such as blindness.

It was decided that "usable" is found in Public Law 93-08, thus the reason for the word being used to describe accessible facilities. Someone suggested that a definition of barrier-free is accessible and usable.

A distinction was drawn between a "functionally accessible" campus and a campus that is "ideally architecturally accessible." It was pointed out that the regulations only require functional accessibility; that is, every building does not have to be barrier-free. By our definition, "functional accessibility" is a combination of programmatic accessibility and proper architectural accessibility. Here, architectural accessibility must be provided where other methods for programmatic access by definition (see Presentation Paper by DeGraff) cannot be. The "ideal accessibility" attempted by those unfamiliar with the field tries to make every institution sector ideally architecturally accessible. The latter case is not the intention of legislation.

Several individuals were also opposed to the "idealistic" approach because such a campus did not prepare the handicapped student for the real world which is not ideally barrier free. The individuals felt that providing functional accessibility was a better approach.

SYSTEMS TO FACILITATE BARRIER REMOVAL

The removal of architectural barriers should be planned by the administration with significant input from disabled individuals on the campus as well as community agencies. A survey should be taken of the campus grounds and buildings to identify all architectural barriers that prevent accessibility to handicapped individuals. Cost should be established for the removal of each of these barriers. Priorities then should be established in consultation with handicapped individuals. A timetable should be established based on the priorities and available money. Architectural changes should then be made by allocating available money in the area of greatest need.

It was pointed out that money should not be allocated for barrier removal in the oldest buildings if they would be replaced in the near future. Instead, the major renovations should be in newer buildings.

Accessibility to restroom facilities should be a minimum of one for each sex every two floors initially, with the ideal goal, of course, being to make all bathrooms accessible.

The question was raised if any modification is done on a building, such as building a ramp or widening a restroom stall, does the whole building have to be made barrier-free. DeGraff replied that the federal guidelines require that when a modification is made it must meet federal and/or state standards. In other words, the ramp or stall must be the correct width, slope, etc., but building one ramp does not bring a requirement to build one at every entrance.

It is important to review state laws, since some states do require that the entire building be made accessible if a renovation project reaches a high enough percentage of the total cost of the building.

IDENTIFICATION OF ACCESSIBLE FACILITIES

The next area discussed had to do with ways to identify an accessible campus or facility. One example discussed was the need for graphics both inside and outside of buildings which identify and/or point the way to accessible facilities.

Some campuses such as Wright State are known to be accessible. One student commented that signs announcing this were not necessary. However, it would be helpful to identify other accessible facilities in the community such as transportation. Also, it is helpful to make it clear which entrances are accessible so a disabled person will not have to search for this.

Other aids to identify accessible facilities were described such as the University of Utah's booklet that contains a map of the campus with the most accessible wheelchair routes marked and accessible building entrances checked.

The MIT campus map in braille was described. The whole campus system is available in a central location for the blind student to use in orientation to the campus and for continuing reference. One student commented that some blind students feel that the braille map is complicated and that a description of the buildings and lists of streets in braille would have been more useful.

An accessible campus should have graphic markings and symbols which would identify features of that campus. These markings and/or symbols should be used on the campus map directories and should also appear on the outside of the buildings. A listing of the accessible buildings is helpful. Pamphlets should be prepared for individuals restricted to wheelchairs outlining the best wheelchair routes around the campus.

Braille maps are helpful to the visually impaired individuals. However, too much detail can render the map confusing. The maps should be simplified, showing just the streets and buildings.

COST OF MODIFICATION: WHO'S RESPONSIBLE?

The last area discussed dealt with the question of who should bear the cost of making campuses architecturally accessible to the handicapped. Several sources of funding were discussed. One that was mentioned several times was the university general fund which could be tapped for at least small amounts over a long period of time. Other sources mentioned were state funds, existing federal funds, vocational rehabilitation funds and private sources.

The cost of structural modification will vary from campus to campus depending on the present degree of accessibility. The consensus seemed to be that money could come from several areas. Some individuals felt that if an effective public relations job were done with the local community, that financial support could be realized.

The removal of architectural barriers should be approached with a good faith effort. That is, start with the money you have and do as much as possible with it.

DeGraff commented that there are problems such as with the small private college in a rural area that is already having a difficult time existing. He stated that all schools must start with existing resources, show good faith, survey their needs and not wait for someone to take over the burden. Compliance may be hard for small colleges that are struggling to survive, however, all schools must begin to plan so accurate assessment of needs can be made.

SUMMARY OF DISCUSSION ON "PLANNING FOR PROGRAMMATIC ACCESS ON THE RESIDENTIAL CAMPUS"

Issues to be addressed:

1. What constitutes equal access beyond architectural design?

2. What are the criteria that should be used for an institution to identify itself as providing an equal educational opportunity?

3. How can an institution plan for access?

4. Should the disabled student have access to every type and kind of program (i.e., athletics, cultural/social events), offered by the institution.

Michigan's State's goal is creating an environment conducive to participation, while handicapped students mainstream themselves. Ms. Taylor feels that total architectural commitment is essential. She also feels that segregative services stigmatize handicapped people and favor individual support services that are integrative. Advocacy for equal opportunity results in positive community awareness. Mainstreaming results in positive role modeling and positive generic identity. A language should be developed for the able-bodied that results in empathy, not sympathy.

The attitude of the institution must not reflect a negative orientation (burden and tragedy) but must reflect an affirmative active approach.

The specific services, goals, and styles may and should vary from one institution to another according to the unique characteristics of the environment and the individuals therein. A goal of creating an environment physically and attitudinally conducive to equal participation opportunities for handicappers throughout the university community may involve the reconstruction or enhancement of campus facilities services or activities so as to create greater participatory options while enabling handicappers to mainstream themselves with a minimum of difficulty to themselves as well as a minimum of disruption to university community operations. It may involve the transcription of textbooks into braille or audio-video tape so that the visual perceptions or page turning arm movement is not necessary to accomplish the reading for necessary academic achievement. It may mean a note-taker or an interpretor who can translate the verbal classroom lecture into a medium which can be comprehended by students with various hearing characteristics. There are some basic issues and criteria which can be used to identify objectives and facilitate planning for facility and program access.

Mr. McCauley suggested that every student entering a university should get a total education and be involved in all learning activities. However, there are two types of students--independent and dependent--the latter group, without help, will not make it. McCauley advocates a program of constructive dependency; i.e., a sequence of activities to learn to work within college systems. This includes:

1. Learning what questions students need to ask to be successful.

2. Provide opportunities for disabled students to use their fullest abilities; e.g., identify and modify the environment for optimum self-care, skills, etc.

3. Provide opportunities for the disabled to test reality--too often they see it through other's eyes.

The handicapped must see their disabilities as a positive part of themselves. A lot of energy is trapped in negative self-images. If one understands the psychological implications of a handicap, being physically dependent does not mean that one doesn't have a hold on himself emotionally. Sensitivity sessions should be held for faculty as well as peer-counseling for students that are not formally programmed.

Because of the length of the

presentation, there was little group discussion on this topic during the session.

SUMMARY OF DISCUSSION ON "PLANNING FOR PROGRAMMATIC ACCESS ON THE COMMUTER CAMPUS"

Issues to be addressed:

1. What constitutes equal access beyond architectural design?

2. What are the criteria that should be used for an institution to identify itself as providing an equal educational opportunity?

3. How can an institution plan for access?

4. Should the disabled student have access to every type and kind of program (i.e., athletics, cultural/social events), offered by the institution?

Program accessibility can be broken into six primary areas: (1) academic accessibility, (2) support services, (3) testing, (4) research, (5) recruitment, (6) faculty and staff sensitivity. To provide these services effectively, the institutions must want the disabled individual on campus and must see the disabled student as an integral part of the student population. The college must do a physical task analysis study which begins with the student's daily activities on campus from the time the student arrives at the parking lot until he/she leaves that same parking lot at the end of the day. This analysis will include a review of architectural and other barriers to program access such as testing procedures, faculty and student attitudes, transportation, etc.

In addition, adjunct referral services should be identified for faculty and students for consultation on how to best serve a specific student's needs, e.g., a blind student and power machines in a class activity may be referred to Seattle Community College for advice. Another example cited was physical education and the disabled student. A possible source is Wright State University.

Educating the disabled student requires that attention be paid to both the physical and programmatic barriers of the indiviudal community college system. Planning is necessary so that the supply of services can meet the demands of the disabled student population.

Section 504 is only a beginning. Working with and against attitudes is foremost. An institution must develop methods to deal with physical and attitudinal barriers. Student input to this process is important. Even though some negative reaction may occur, Section 504 specifically states that all must comply. It is not necessary, however, for the institution to bear all of the costs. It is feasible for the rehabilitation agencies to continue and add to their support services. For this to happen, pressure should be exerted on those federal and state agencies.

RECOMMENDATIONS ON "ACCESS"

POSTSECONDARY INSTITUTIONS

- Each institution should develop a priority based plan for structural and programmatic access. This plan should be developed with the consumers. The plan should include a detailed study of the actual needs and costs in meeting the minimum compliance requirements of Section 504.
- A comprehensive administrative methodology for surveying and evaluating architectural access should be developed. This methodology should be easy to use and not require accessibility expertise for completion.
- The institution should undertake a study of local and state agencies and develop a plan for the effective utilization of these financial and/or service resources.
- The institution should undertake an active evaluation program of the effectiveness of its service delivery system relative to the needs of the consumer.
- Each institution should develop an educational program for faculty, staff, and students on disability and its implications. The disabled individuals should be involved in planning and implementing this program.
- Postsecondary institutions should develop a communications system for the purpose of sharing problems and progress relative to the disabled student.
- Employment preparation and placement services should be available to all students, including the disabled student.
- Because of the apparent lack of handicapped professionals at the postsecondary level, institutions should develop professional development programs for disabled graduates with a goal toward increasing the number of handicapped persons in faculty and administrative positions.

GOVERNMENT: STATE AND LOCAL

- The local community should develop a priority based plan for barrier removal and improved service access to disabled residents. The plan should be developed with consumers and include a method for better utilization of all services/programs by handicapped residents.
- The community should develop and publicize an annotated list of all community services presently available and accessible.

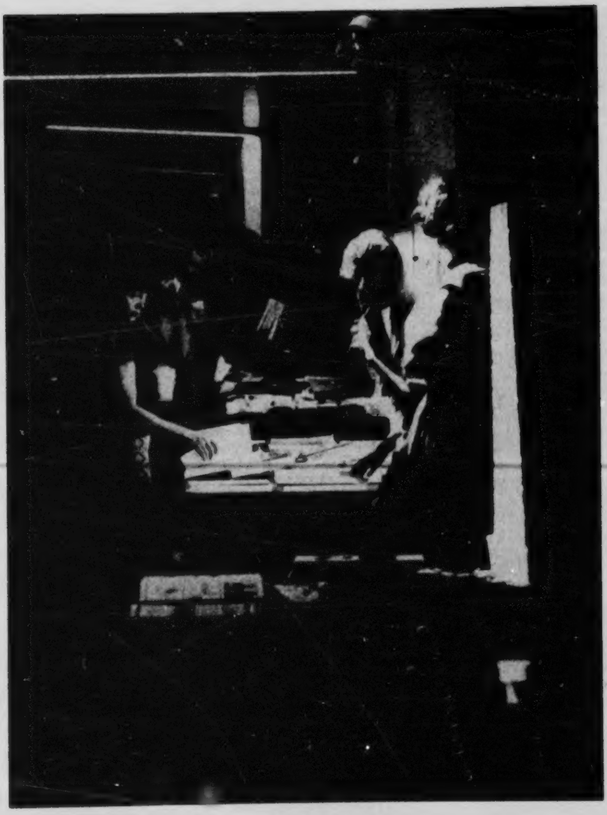
GOVERNMENT: FEDERAL

- The federal government should develop an information system on methods of planning and implementing services to handicapped persons at the postsecondary level. The information system should be continually updated and include information on available funding.

CONSUMERS

- Local and national consumer organizations should be involved in planning and evaluating support service programs, barrier removal methods and educational programs for awareness.
- Consumer organizations should develop and publish handbooks on services available to persons with specific disabilities.
- Consumer organizations should be organized to take an active role in the development of all new legislation and its implementation.

Planning



SHORT- AND LONG-RANGE PLANNING FOR A COMPREHENSIVE SERVICE SYSTEM

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ABSTRACT

Support services for the disabled represent the provision of basic educational opportunities. Systematic needs-assessment is the basis for program development. Comprehensive services is a dynamic definition. Service delivery is both centralized and decentralized. Concepts of "independent living" must be addressed. Multiple strategies are utilized in identifying responsibilities for programming.

INTRODUCTION

This paper deals with planning for a "comprehensive" service system for the physically disabled at the postsecondary level. Webster's New Collegiate Dictionary (1976) defines comprehensive as "covering completely or broadly." The paper will, hopefully, address the topic "broadly" but, realistically, probably not "completely." Part of the problem has to do with a definition of the physically disabled. We tend to group disabilities into differing categories based on a particular preconceived set. Thus, for example, one definition of the physically disabled might be broadly inclusive and include such categories as neurological disorders, cosmetic disfigurement, learning disabilities, substance abuse (as a disease entity), and anatomical loss. Or conversely, we may set about to define physical disability restrictively and eliminate one or a number of the categories in our first example. In an effort to avoid this entrapment, it will, hopefully, be sufficient to state that this paper will focus on the individual who has a "physical functional loss or impairment." This definition would not include the categories of substance abuse or psychological dysfunction (as a primary disability).

Services for the learning disabled, to this writer's knowledge, have not heretofore been addressed in any significant manner at the postsecondary level. Quite candidly, at this point in time, the entire field of learning disabilities is mostly outside this writer's knowledge and experience. Today, there is a significant national effort being made to serve the learning-disabled individual and particularly the youngster. Within a very few short years, these individuals will be entering the postsecondary level of education. There are nearly two million learning-disabled children in our country (National Advisory Committee on the Handicapped, 1976). One can only speculate as to the number of today's adults who experience the same disorder. The learning disabled, then, as a major category, are not adequately addressed in this paper. Comprehensive services for the learning disabled is recognized as a limitation of this paper, not an oversight.

The deaf individual functioning at the secondary level also represents some unique and special considerations. The very existence of Gallaudet College, a four-year, postsecondary college for the deaf in Washington, D.C., is indicative of the highly specialized needs of many young deaf adults. That is not to say that deaf individuals cannot, and are not, successfully pursuing postsecondary educational degrees across the United States. It is rather a reflection of an awareness of the meaning of comprehensive services, in terms of serving the hearing-impaired, and the scope of this paper. Finally, individuals with psychological disorders as a primary disability and their special needs have not been addressed.

With these few caveats, we still hopefully retain the basis for examination of a system or model for comprehensive planning.

The Rehabilitation Act of 1973, Section 504

Recently, it seems that every disabled individual I know, most rehabilitation professionals, and a good portion of the general populace are aware of "504," Section 504 of the Rehabilitation Act of 1973 to be more precise. All of the informed have an opinion, comment, or interpretation depending on what one asks. Not to be left out, I have included my own version of "what ought to be said" about Section 504.

There are many individuals who believe that the Spring of 1977 signing of the regulations pertaining to Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) has signaled a new dawning for millions of disabled Americans. Section 504 says most simply, "no otherwise qualified handicapped individual in the United States, as defined by Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." (Federal Register, May 1977). Of particular importance for this paper is the application of subpart E--postsecondary education, paragraph 84.41-84.47. In essence, Section 504, among other things, states that the recipients of federal financial assistance must provide equal opportunity in terms of access and services for handicapped individuals in postsecondary educational institutions.

There can be little doubt that Section 504 will have a significant impact on services and facilities for the handicapped in the postsecondary educational setting. However, the task of full implementation of the requirements of 504 lies ahead. It is this writer's view that while 504 does represent a milestone in the civil rights of handicapped people, it is a document and, alone, will not achieve the opportunities that so many will now expect. The development and provision of comprehensive services in a postsecondary setting for disabled individuals will depend on the willingness and abilities of the particular institution to identify and mobilize their resources into a coordinated plan of action.

Section 504 of the Rehabilitation Act provides a basic guideline, a regulatory basis, and hopefully a "starter button" for program development. It will be incumbent upon the institutions and the personnel who constitute the organization to move affirmatively to identify needs, mobilize resources, and implement a coordinated effort to provide equal opportunity access and services for all disabled individuals.

This paper is an attempt to identify and specify the essential aspects and processes required to develop and implement a *Comprehensive Service System.*

PHILOSOPHICAL BASIS

The success of any system of services for the disabled or severely disabled in a postsecondary setting will be directly related to the overall commitment and attitude of the institution towards the program. At the most basic level, it is essential that there exist:

1. Support from the top administrative officials of the university for any significant development of program services.
2. Involvement throughout all levels of the university administration in developing services and affecting positive change.
3. A basic philosphical position of the institution with respect to the physically disabled student on campus should reflect an attitude of providing basic educational opportunities. The Special Services Program or disabled student program is one that provides specific physical support services for the disabled. These services are not "special" for the disabled, but, based on needs, represent nothing more than is provided for any student on the campus. In addition to basic support services provided, the program is designed to assist the university in making its total resources available to the disabled individual; that is, to systematically review and modify programs, procedures, and policies which must be changed to enable the nontraditional student to utilize these resources effectively.
4. A sufficient number of trained staff to ensure a program of quality services. A comprehensive program cannot be successfully directed by a single counselor or coordinator of services to the handicapped.
5. The program director must be in a position to work within the university structure at all administrative levels to effectively develop and direct program activities.
6. The particular administrative unit that houses a program of services to the physically handicapped will vary from institution to institution.
7. A final, but most significant, concept is that the program at the postsecondary level has a primary

objective serving the student population, and not one of guardianship and/or monitoring of the "client's" progress for a sponsoring agency. The program is not an extension or an arm of the agency. Implicit responsibility for monitoring and meeting of agency obligations belongs to the agency.

The student services program is built on a partnership of trust with the student. Support and strong advocacy for the student to be able to function successfully at the institution are the primary goals.

NEEDS ASSESSMENT--PRESENT/FUTURE

An initial and most basic requirement in the development of a program of services for the physically disabled student in a postsecondary setting is the assessment of student needs. That is, what is the impact of disability on the individual student's ability to function in the educational setting? Theoretically, at least, once we have defined the parameters of the problem, we can then create or establish the conditions/services which will overcome the limitations imposed by the disability. Needs assessment, however, is not a static process, as we can never totally predetermine the specific limitations or combination of needs that the individual student will have.

The determination of needs is also, to a degree, contingent upon variables other than the limitations imposed by disability itself. That is, given unlimited resources, facilities, and personnel, the needs will expand to meet the level of support available. That is to say, simply, that we can always find or determine additional services that could be provided which would have validity. It then becomes paramount to establish, first of all, a systematic method for needs-evaluation. Concurrent with the systemization approach is the requirement for establishing a means of determining priority rankings of needs. The determination of current needs can then be approached after having established the systematic mechanism and the priority ranking. The assessment of future needs will utilize the same approach but will also be contingent on other factors. Law, legislation, and policy decisions will open up new posibilities for services and provide new populations to be served. The impact of Public Law 94-142 will not be totally realized until another decade. The population of students termed "learning disabled" will open up a vast new array of programs and services. Higher education administrations will need to begin to prepare now for these future students. For the present, there are a number of differing strategies that can be utilized to address the question of needs assessment, present and future. A brief exploration of those strategies follows.

Systemization

The assessment of needs and identification of problems is a responsibility and activity that should pervade all levels of the postsecondary setting from the student up to, and including, the chief administrative officer of the institution. This collection of data should, however, be compiled and centralized in a single administrative unit, preferably the unit directly responsible for the provision of services. It should be clearly stated, and recognized by the institutional community that a repository of data exists and is centralized in a specific administrative unit. Many committees and individuals will feed information directly into the unit and thus establish a basis for continuity in determining program needs and direction.

The disabled student should play a major role in the determination of needs. At the secondary level, one finds a bright, articulate individual who in many instances has had significant periods of time to determine his/her needs. Both on an individual and group basis, disabled students are of necessity keenly sensitive to needs and resulting required services.

The director and staff represent a blending of the student and the institutional views. The program professionals represent stability and continuity and are the central focus in establishing the network of relationships throughout the university community. The trained professionals not only serve to identify and clarify needs but additionally establish and facilitate the conditions which lead to needs/problem identification.

Within the institutional community, a highly effective strategy for evaluating both short- and long-term program needs is the use of the institution-wide advisory committee or council. Broad institutional representation from academic, administrative, student, disabled program staff, and differing student support personnel provides the opportunity for divergent yet meaningful and relevant viewpoints. The university as a totality is involved in the provision of services for the disabled student and thus must have a part in the process of identifying needs and providing input.

The evaluation of program activities and services can provide a mechanism for the identification of current and longer range student needs. Evaluation not only points to strengths in programmatic services but also hopefully identifies gaps in services. With periodic evaluation the opportunity is provided to reassess goals and objectives and determine remedial and/or additional needs not being met.

This conference itself represents many of the features of the specialized task force. It is national in scope, comprehensive in subject approach, and is intended to provide answers and directions for the present and future. The task force concept is a highly effective tool at the local, regional, and national levels. With the literal explosion of programs for the disabled in the postsecondary setting the use of the task force for both current and future needs assessment may become one of our most effective resources.

THE COMPREHENSIVE SERVICE PROGRAM

What constitutes a comprehensive service program for the physically disabled in a postsecondary setting? A program that provides all the services that the student requires is one answer to the question. The answer is, of course, rather simplistic and does not specify services that would represent comprehensiveness. A key operational philosophy that this writer believes is essential in a truly comprehensive program is: flexibility in the delivery of services for the individual student. One, of course, can outline services in general to tell people what you do and show the prospective student what he can expect in the way of services. However, to the extent that a program of services cannot accommodate the highly individual, unique need, we might deduct a degree of comprehensiveness in the overall scope of services. It does not appear valid to determine comprehensiveness based on the length of lists of services or the sheer number of kinds of different services provided. The definition of comprehensiveness of program services will also vary, based on the differing kinds of disabilities served. An extensive program of services on a particular campus may totally serve the orthopedically disabled student but may only minimally serve the needs of the deaf or hard-of-hearing student.

A further complication in defining the comprehensive program surfaces when the issue of fostering dependence is raised. One of the early guides for establishing program services for the disabled in higher education contains the following statements: "The college or university need not provide the handicapped student with an easy life. Acts of favoritism are unnecessary and contrary to sound rehabilitation principles." The author's next sentence clearly states his position. "Modifications should be made, to insure fair opportunity for handicapped persons to obtain a college education equal to that offered the able-bodied student." (Tucker, 1964) The guide published over twelve years ago detailed "minimum" services but those that were "consistent with vocational rehabilitation principles." Today, a far greater number and degree of services are required to be labeled a minimum services program.

Notwithstanding the inherent difficulties in the definition of the comprehensive program, such descriptions should be developed. No two may be the same; none are static; all as a referent are valuable.

The Comprehensive Service Program embodies some basic operational assumptions or principles:

1. The availability of qualified staff.
2. Services based on needs.
3. Individualized approach to service delivery (flexibility).
4. Ease of access (centralized facility).
5. Optional utilization of services.

With the advent of the severely and multiply physically disabled student on the campus, the need for highly trained staff becomes essential. The provision of medically-related services, interpreters for the deaf, adapted physical education, career counseling, attendant-care services, and others requires in-depth knowledge of disability and resources to meet multiple needs. The use of student, staff and peer advocates, both disabled and nondisabled, is also considered a highly desirable staffing requirement.

Previously we have touched on flexibility of services or the concept of tailoring services to student needs as opposed to fitting the student into a preconceived system of services. While programs do establish basic program outlines, no student should be expected or required to adhere to a rigid set of programmatic procedures.

Services should be optional and based on the desire of the student to utilize them to the extent necessary. Across all program activities, there can be little justification for requiring special procedures for the disabled students or requiring sponsorship by an office for the disabled on campus.

Ease of access refers to the requirement for a central location on campus for the provision of services, and secondly the availability of all university resources from both a physical access and relevancy standpoint.

Support services may be broadly categorized under two major headings:

1. Centralized, i.e., those services provided directly by a specialized unit.
2. Decentralized, i.e., those university resources and services available to the disabled student either directly or as a result of coordination/liaison activities through the disabled student program.

Assuming a population of disabled students who represent a variety of disability categories including, deaf, blind, orthopedic, congenital, developmental, etc., the following section contains a list of support services that has been labeled as comprehensive. The services are stated initially as program objectives. Following the objectives list are suggested evaluation criteria for each objective, which speaks to the level or quality of the service. Portions of this list represent work completed by a group of program directors who at that time were actively involved in the provision of services for the physically disabled at the postsecondary level. (U.S. Office of Education, Region IX, Task Force, 1975)

PROGRAM OBJECTIVES
(SERVICES)

I. Classroom Assistance
   A. Notetakers
   B. Interpreters
   C. Examination Assistance
   D. Readers/Writers
II. Blind Services
   A. Readers Services
   B. Library Assistance
   C. Resource Center
   D. Orientation Materials
   E. Orientation Training
   F. Production of Materials
   G. Duplication of Materials
III. Admissions
   A. Early identification
   B. Correspondence from office
   C. Special admissions slots
   D. Special ACT, GRE, etc.
IV. Registration
   A. Runners, assistance with forms
   B. Priority scheduling--to avoid inaccessible classrooms; allow needed time breaks
   C. Policy making
V. Counseling
   A. Personal adjustment
   B. Group
   C. Academic
   D. Vocational and career counseling, job development, cooperative ed, job advocacy
   E. Disability management
   F. Sexuality and disability
VI. Housing
   A. Accessible on-campus
   B. Accessible off-campus
VII. Medical Care
   A. Preventative medical maintenance
   B. ADL-orientation
   C. Medical facilities available
   D. Identified physicians and other allied health personnel who work effectively with disabled
VIII. Architectural Barriers
   A. Knowledge of all barriers
   B. Program for removal
   C. Expertise
   D. Access routes
   E. Liaison activities
   F. Information sheet
IX. Parking
   A. Designated parking
   B. Stickers or permits
   C. Issuance (control)
X. Attendant Care
   A. Program to recruit
   B. Financial assistance

C. Emergency needs
XI. Financial Assistance
A. Needs determination
B. Working relaationships with agencies
C. Special needs
D. Liaison activities
XII. Nonacademic Leisure Time
A. Interpreters for deaf
B. Architectural considerations
C. Scheduled events/intramurals
XIII. Adaptive Physical Education
A. Course credit
B. Participation in regular classes
C. Special programs
D. Equipment/personnel/facilities
XIV. Transportation
A. Modified vans (off-campus)
B. Utilization of community resources
C. On-campus/mobility assistance
XV. Attitudinal Climate
A. Educational programs
B. Organized activities
XVI. Follow-up Data on Students
A. Success through semester
B. Degree completion
C. Employment
D. Movement to independent living/issue of cost to society
XVII. Mobility Center
A. Maintenance of equipment
B. Emergency services
C. Reduced costs
D. Community resources
XVIII. Staffing
A. Use of disabled peers
B. Access to role models
C. In-service training
D. "Non-closed" view of fully functioning person
XIX. Orientation
A. Pre-enrollment orientation program
1. visit to campus prior to enrollment
2. personal tour
B. Augmentation of all-university program
C. One-to-one orientation preferred procedure
D. Materials available on major considerations to be encountered by student
XX. Equipment
A. Purchase of life-support special equipment
1. phonic ear
2. visual-tek
3. swimming pool lifts
4. modified transportation (vans)
B. Basic tools and supplies-Mobility Center
C. Rapid Braille Reproduction System
D. Opticon, Thermoform, raised line kits, etc.

EVALUATION CRITERIA (SERVICE LEVEL)

I. Classroom Assistance
A. 1. All requests for classroom note-taking met
2. Backup system for "no show" (assumed if "a" is true)
3. Demonstrated independence by student in obtaining note-taking (self-procurement)
4. Involvement of student in process of obtaining note-takers--explanation of alternatives
B. 1. All requests for interpreters filled
2. Backup system for "no show"
3. System to screen interpreters--to determine competency
4. Project Director aware of available community resources for funding of interpreters
C. 1. System to provide assistance for exams
2. Writers
3. Readers
4. System to have exam in braille, large print, or tape
D. 1. Monitoring to insure security of exam--(key in relationship with academic units)
II. Blind Services
A. System to provide peer readers or referral (recruitment, screening, referral)
B. System to provide and/or referral for assistance for on-site library work
C. 1. Specialized equipment--perceptual and learning aids
2. Taped materials (storage)--tape

library--basic texts and resources
3. Brailled materials
4. Large print materials
D. 1. Map of campus (tactile)--or similar general orientation vehicle
2. Written descriptions of physical aspects of campus
E. 1. Mobility instruction prior to enrolling on campus
2. Follow-up training (mobility)
3. Personal tour
F. 1. System to produce braille
2. System to produce tapes
3. Ability to provide materials on short-term notice
4. System to provide large print
5. Foreign language and specialized technical readers identified
G. System to reproduce all materials

III. Admissions
A. 1. System to identify students early
2. Admissions Office liaison
3. Student Health referral
4. Referral (direct) from agency
5. Housing referral
B. 1. Materials to student from program
2. Pre-entrance service evaluation form (specifically not to be construed to mean a method for screening out prospective students)
C. System to provide for waiver of any traditional admission criteria that are irrelevant to admission of a given student
D. Provision of special non-timed ACT, GRE, and other required entrance tests

IV. Registration
A. Assistance in physical aspects of registration (systematic)
B. 1. System to avoid inaccessible classrooms
2. System for priority assignment
3. Time scheduling
C. Systematic means for input into University Registration Committee or policy making board

V. Counseling
A. 1. Individual one-to-one counseling
2. Peer counseling
B. 1. Peer group support for interaction
2. Staff directed
C. 1. Provide supplemental academic advisement--career--use of peers
a. use of available resources (referral)
b. knowledge of key college advisors
c. advisement on appropriate course-load
D. Knowledge of placement resources; career and vocational services
1. Support of existing programs
2. Augmentation of existing programs
E. Disability Management
1. Learning to deal with the social stigma of disability
2. Learning how and when to ask for assistance
F. 1. Birth control and family planning
2. Dating and contacting others
3. Marriage and the search for the intimate other
4. Disability and sexual alternatives

VI. Housing
A. Availability of on-campus accessible housing
B. Availability of off-campus accessible housing
C. Directory or information available on request
D. Program of assistance in modification
E. Program to secure funding for modifications

VII. Medical Care
A. Program of information and training on preventative care
B. Program of information and training on ADL skills

C. Information on appropriate facilities
D. Identified competent medical personnel to serve students

VIII. Architectural Barriers
A. Systematic evaluation of all facilities (based on expert knowledge)
B. Systematic program for removal
C. 1. Knowledge of standards (in-depth)
2. Ability to interpret requirements
D. Available information on access routes
E. 1. Close working relationship with Physical Plant
2. Single source of coordination
3. Input at planning stages
F. Available accessibility and environmental information for students (routes, accessibility, etc.)

IX. Parking
A. Provision of designated parking spaces, including widened spaces
B. Provision of special parking privilege/including insignia
C. Authority to issue or authorize privilege

X. Attendant Care
A. 1. Systematic program to recruit attendants
2. Screening procedures
3. In-service training for employer and attendant
B. Known sources of funding for attendants
C. System to provide "back up" service (emergency)

XI. Financial Assistance
A. 1. Systematic needs assessment to determine total needs
2. Knowledge of all resources and advocacy for support of needs
B. 1. System of referrals to agency
2. Knowledge of university resources
C. Emergency funding sources
D. Direct and continual liaison with Financial Aids Office

XII. Non-Academic Leisure
A. Provision of interpreters for deaf at recreational functions
B. Information on accessibility aspects of recreational facilities
C. 1. Facilitation of rec/soc activities
2. Intramural activities available
3. Intra-university and intercollegiate competition
D. On-going advocacy to develop opportunities for wide-ranging participation

XIII. Adaptive Physical Education
A. Students participate in physical education for credit
B. 1. Participation in regular P.E. program
2. Assistants where needed
3. Medical clearance provided
C. 1. Availability of special programs
2. Structured to individual needs
3. Credit available
D. 1. Availability of trained staff
2. Equipment
3. Adequate facilities

XIV. Transportation
A. 1. Availability of modified vans
2. Minimum utilization cost
3. Available on demand basis
4. Available for all required trips
B. System to utilize additional community resources (if available)
C. 1. Wheelchair pushes to meet emergency needs
2. No-cost basis to student
D. Advocacy for personal mobility

XV. Attitudinal Climate--Awareness Programs)
A. 1. Systematic programs to sensitize non-disabled
2. Utilization of students and student staff
B. 1. Use of in-service training throughout university
2. Speaker's Bureau

        3. Class presentations
        4. Workshops
        5. Representation on student and university committees and organizations
    C. Project involvement in process of effecting attitude change

XVI. Follow-up Data on Students
    A. Successful completion of the semester; physically and GPA
    B. Quantified data on students who finish degree program
        1. Bachelor's
        2. Master's
        3. Doctorate
    C. Quantified data on graduates who obtain successful employment
    D. Quantified data on students who have moved from dependent to independent living status (autonomous management of one's affairs)
        1. Without support (welfare, SSI, etc.)
        2. With support (welfare, SSI, etc.)

XVII. Mobility Center
    A. System to provide maintenance and repair of wheelchairs and other specialized equipment
    B. 1. System of emergency service and availability of equipment for emergency use on loan basis
        2. System to repair equipment rapidly (minimum "down-time")
    C. Established working relationship with community medical supply firm
        1. Priority service
        2. Discount prices
        3. Emergency services
        4. Alternative "life-support" supplies

XVIII. Staffing
    A. Disabled peer models available
    B. Availability of disabled professional staff models
    C. Operational in-service training program for all staff
    D. View that disability per se is not necessarily a prerequisite for effective functioning with the disabled student

XIX. Orientation
    A. Established operational orientation program
    B. Operational system to augment all-university system
    C. Provision of one-to-one orientation process
    D. Developed and available materials of significance for in-coming students

XX. Equipment
    A. Funding to purchase or means to ensure purchase of basic needs equipment
    B. Equipment to provide basic repair and maintenance services
    C. System to ensure rapid and inexpensive means to reproduce brailled materials
    D. Availability of specialized aids on demand or knowledge of resources to obtain

A final thought concerning the comprehensive services seems appropriate. First of all, the listing cannot possibly be totally comprehensive, but rather, hopefully represents a good basic outline. It should not be considered static, but viewed as a dynamic working framework. It should and of necessity will be re-evaluated, updated, expanded, and condensed on a regular and on-going basis.

CENTRALIZATION-DECENTRALIZATION

A very clear and definite trend in the development of support service programs for the physically disabled in the postsecondary setting is the establishment of specific organizational units which deliver services to the disabled student. One of the earliest and most successful programs in serving the disabled student in the postsecondary setting has been the University of Illinois at Champaign-Urbana. Their Rehabilitation-Education Center provides a wide range of direct services to the disabled student and may represent one of the most centralized programs of service for the disabled in higher education today.

Since the late 1960s and early 1970s, many new programs serving the disabled in higher education have come into existence. The vast majority of these programs also have an identifiable administrative unit which functions as a centralized service center. It is also our view that, to develop and carry out a comprehensive and effective program of services for the disabled in higher education, centralization is an initial requirement. It is the need for a centralized operations unit and facility as opposed to a singular central source of services which is at the heart of this issue. A centralized base of operations will not only provide direct services to the student but also provides for the coordination of total institutional resources that are relevant to the disabled student's needs. The total campus community must be and, in fact is, intimately involved in the system of providing support services for the disabled student. To the extent that disabled students receive support services or utilize the university resources as do all students throughout the system, services are of a decentralized nature. It is difficult to conceive of a setting in which a total service delivery system would not be a combination of both centralized and decentralized services.

From a conceptual standpoint, it should be an explicit and purposeful function of the disabled student program to actively involve the entire institutional community in service delivery for the disabled student. That objective represents a move towards decentralization of services. In many respects it means the restructuring of existing university resources so they become relevant to the needs of the disabled student. A registration process, for example, which is basically a physical endurance test, (long lines, hours of waiting, multiple trips across the campus, class card distribution, and obtaining signatures in inaccessible locations, etc.) does not meet or address the needs of the disabled student. The process is not relevant to their needs. The office for disabled students performs a very centralized function in the registration process by providing direct assistance to those more severely disabled students who cannot adequately complete the process in the specified time allowed or without undue physical stress. This centralized service may be picking up class cards and packets, obtaining signatures, or assistance in completing registration packets. To the extent possible, the all-university system of registration should be modified to enable the disabled student to complete the process unassisted. In modifying the registration process by obtaining a change in location for class card distribution, a priority processing of completed materials, or securing designated registrar's office personnel to assist the disabled student, we have decentralized service delivery.

There are direct services which may always remain a centralized function of a disabled student office. Disabled peer group counseling is such a service. The process of recruitment, screening, and hiring of attendants for personal care is a specialized skill which is the responsibility of highly trained staff. Student advocacy and the counseling and guidance towards independent living is a specific function of the centralized service unit.

The facility that houses the functions of a disabled student program should be located geographically in a central location. The centralized facility and unit should house the functions of information gathering and giving, maintenance of contact throughout the institutional community, function as a source of data for the university in general, and provide on-going educational programs for developing awareness about the disabled.

Developing throughout the institutional setting the commitment and ability to serve the disabled student on a decentralized basis is a primary goal, but directing that process, ensuring continuity of services and service delivery itself will remain as an on-going need on a centralized basis.

STUDENT INDEPENDENCE

Independent living, the independent life-style, or simply managing one's affairs is an issue to be addressed by the disabled student program. We cannot address the topic of the comprehensive support system without a consideration of the impact of services on the individual student's resources to function "independently." The disabled student program should endeavor to create an environment and a climate within which the disabled individual can explore, learn, and achieve his maximum level of functioning. The program should assist the student towards greater self-direction and control of his affairs and the environment, a process and objective we have termed self-advocacy.

Previously in this paper the term "support services" has been used. It is intended to mean, in essence, a service that equalizes the student's opportunity for successfully competing at the postsecondary level. A basic assumption underlying all program activities for disabled students is that they represent a level of support available to all students at the institution. The services then do not theoretically represent special treatment, favoritism, or overindulgence. We do then walk a fine line between providing an optimum level of services which will result in maximum student growth and meet realistic needs and the creation of a sheltered environment which in fact fosters dependence and creates unrealistic expectations.

The university or postsecondary experience constitutes in our view a condensed version of society in general. One is required to meet all the demands of living in the campus setting that he/she will face as an adult in the larger system. For many disabled individuals, the postsecondary setting presents the first complete opportunity for living or learning to live totally independent life-styles. Granted the institutional services are supportive, but it is still the student's responsibility to learn about and choose those resources that are relevant to his needs. The postsecondary years also represent the final stage in the young adult's life before society expects a self-supporting being to emerge. The severely disabled young adult will not find a sheltered and supportive environment in the real world. Thus, it seems to be almost axiomatic that along with the academic and career preparation, the development of the maximum level of independent life-style is a central focus of the disabled student service program.

A serious problem in discussing independence versus dependence is a definition of the terms. Both terms are liberally used in esoteric rehabilitation jargon and as frequently as they are used, just as often are they misunderstood and the subject of debate. A good example, I believe, is the use on campus of a powered wheelchair by a young man who had suffered a traumatic spinal cord injury. He was left a very functional paraplegic as he retained full use of the upper extremities. One perspective would suggest that he use a manual chair as he could readily do that, and to rely on a powered chair would represent a dependency need. A second view would condone or even strongly advocate use of the powered chair to avoid utilizing his physical resources for mobility needs; that is, saving strength for more important needs: studying, self-care, etc. Independence or dependence, then, is in many instances a matter of one's perceptual framework and how we choose to label a behavior.

Notwithstanding definitional problems, or my creation of a paper tiger, there are means I believe of constructively establishing the conditions that can assist students in developing greater self-direction or a perceived internal locus of control.

The initial interview, needs assessment for each student, and orientation process will reveal significant data concerning how the individual student perceives his ability to function. The entire first semester of school provides the opportunity to observe the student functioning in a setting which inherently demands individual responsibility and decision making. With a base line of data and assuming the need to assist the student develop increased skills in independent living, systematic efforts can be given to that end.

The use of the peer model is a most effective means of helping develop independent living skills. Enlisting the student in program activities as a volunteer or when possible as paid staff will provide initial employment opportunities and a first introduction in some cases to accepting responsibility.

Information-giving is a tremendously important service in learning about options for independent living. The program literally functions as an on-going resource center. The peer interaction on a social, academic, and athletic level provides the setting for constructive confrontation and exchange. Finally, the professional staff, through daily contact, individual and group counseling, teaching of specific rehabilitation techniques, information-giving, and the on-going evaluation-feedback process, can have a significant impact in helping the student towards personal growth.

IDENTIFICATION OF RESPONSIBILITIES

In addition to the issue of what services are appropriate or need to be provided in the postsecondary setting is the question of who is responsible for provision of the service. Section 504 of the Rehabilitation Act says essentially that disabled individuals must be provided an equal opportunity in pursuing postsecondary education. The regulations speak to general areas: "academic adjustment," "housing," "financial and employment assistance," and "non-academic service;" in each, equal access must be provided. The regulations to provide, however, for optional methods in the delivery of services, which will, I believe, become the basis for differing kinds of interpretations as to *intent* of the regulations. For example, in paragraph 84.44 (d) "auxiliary aids," the terminology is as follows, ". . . shall take such steps as are necessary to ensure that no handicapped student is denied benefits. . . ." (*Federal Register*, 1977) "Such steps are necessary" is obviously ambiguous and furthermore will be interpreted in various ways based on the particular institutional posture.

As a basis for beginning to explore and define institutional responsibilities, social and rehabilitation agency responsibilities, and student responsibilities, we need to look at, and ask what, the institution provides for the entire student body. Providing an equal opportunity is not necessarily equivalent to identical facilities and services. Section 504 of the Rehabilitation Act appears to aim at that objective. In searching for a valid approach to the definition of responsibilities, we are once again led to a concept previously discussed, the advisory committee or advisory council.

Each institution will have differing kinds and amounts of resources available to serve their population of disabled students. Thus it is imperative to develop a systematic mechanism within the institution for the evaluation, identification, development, and implementation of services. The broadly based advisory council, with representation from the entire educational community, can provide the framework for developing the process of service delivery. Key institutional functions such as registration, housing, physical resources, student services, health services, etc., should be represented. Disabled student representatives, and, if established, the office which will coordinate service delivery for the disabled, would obviously also be represented. This committee would be charged with evaluation of the current level of services, establishing of priorities for program development, and most critically, the determination of the methods of meeting program needs. The committee should be recognized as all-university in scope and report directly to the chief administrative official of the institution.

It is, I believe, not practical, inappropriate, and in fact unwise to expect or even support the concept that the institution alone should bear the full costs of providing the total range of services for the disabled student. The institution must assume an affirmative posture in identifying total needs and work towards comprehensive support systems, but cannot be held accountable for the total system.

The regulations covering Section 504 of the Rehabilitation Act of 1973, in addressing the question of self-evaluation and remedial action in provision of services, says that such a process should include ". . . interested persons, including handicapped persons or organizations representing handicapped persons. . ." The backgrounds and qualifications of "interested persons" involved in this evaluation process is not addressed for some obvious reasons. It obviously requires much more than simply "interested persons" to evaluate the needs of and develop services for severely disabled individuals in a postsecondary setting. In a previous paper, I have touched on the concept of what has been termed the "Educational Statesman," particularly in terms of individuals who direct programs of services for the disabled in the postsecondary setting. (Kloepping, 1975) The concept most briefly embodies the qualities of strong leadership, high level of experience and training, in-depth knowledge of the disabled student, the institution, agencies serving the disabled, and the ability to work effectively at all administrative levels within the postsecondary setting. It is essential in the task of defining service responsibilities to have individuals who have been directly involved in educational programming for the disabled as an integral part of the process.

The quality of a program and the services provided are directly related to the quality of the staff who provide those services. The University of Arizona's experience the past three years in developing an adapted physical education program for the severely physically disabled student is an operational example of much of the preceding. The program utilizes physicians, a nurse, a physical therapist, an occupational therapist, a trained specialist in adapted physical education, the concept of the Individualized Education Program, multiple facilities, an extensive inventory of adapted equipment, and a large cadre of program volunteers.

We have, it appears, come rather far afield from the central issue of how we define service responsibilities. It is important, however, in addressing the question, that we understand the scope and complexity of services to the disabled in the postsecondary setting. There now exists a rather significant number of experienced and trained individuals within our postsecondary institutions who can authoritatively speak to the question of responsibilities for services. Many of those individuals are here today and some are not. If not already identified, institutional communities will need to actively seek out and recruit qualified personnel who can assume leadership positions in directing their efforts for the disabled student. It is my firm belief that the higher education community need look no further than this conference here today to reap a vast array of talent that could assist in the development of a Comprehensive Service System, and furthermore identify the appropriate source of responsibility for those services.

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SUMMARY OF WORK SESSIONS ON "SHORT- AND LONG-RANGE PLANNING FOR A COMPREHENSIVE SERVICE SYSTEM"

Issues to be addressed:

1. What constitutes a comprehensive service program?

2. What are the strategies for determining present and future student needs?

3. How does an institution define its responsibilities versus social and rehabilitation responsibilities versus the students' responsibilities?

4. Should support services address the issue of student independence and if so, how?

5. Should support service programs be centralized or decentralized?

FACTORS OF A COMPREHENSIVE SERVICE PROGRAM

A comprehensive service program is seen as one which accurately accesses the present and future needs of the handicapped population to which it is continually accountable. It then serves these needs appropriately to promote independence and to realizing various life objectives for the individual by removing the competitive disadvantages. The program is evolutionary for the institution and must remain flexible to change mandated by constant evaluation.

STRATEGIES FOR NEED ASSESSMENT

The key rule-of-thumb states that specific needs cannot be predetermined. The handicapped individual must be the source of knowledge for these specific needs, otherwise the administration will be forced to use its best guess.

Undoubtedly, the administration will prioritize its planning by necessity. Candor between administrative priority rationales and those of the handicapped students is essential for effective coordination of planning and implementation. The planning scope must not be limited to individual problems of the present constituency, but must encompass generically those of the future as well.

DELINEATION OF RESPONSIBILITY AND STUDENT INDEPENDENCE

Society usually expresses outwardly its desire to integrate activities and objectives of the handicapped students with those of their able-bodied peers. Operatively, this means intending support services to give the disabled an equally competitive position with the able-bodied. As one Massachusetts university aptly states, the disabled need merely to have the competitive *disadvantage* removed to enable an equal start. After all, only differences in physical capacities need be bridged.

An institution's responsibilities should, by consensus of this conference's participants, be limited to providing the architectural and programmatic accessibility to enable physical participation at the institution. The *institution's* responsibility then, is to make various academic, cultural and recreational offerings physically accessible and to inform the handicapped students what is available for their choice.

The right and responsibility of the *individual*, on the other hand, is to choose from offerings. A reversal of these reponsibilities would be clearly inappropriate. No more should the disabled student service office of a university be checking on the relationship between a wheelchair student and his attendant, than should a financial aid office be hounding an able-bodied freshman about his personal financial status. Both offices must see their roles as informing the public of services offered and then be available to assist on request. Assuming immaturity of individuals and soliciting information regarding personal problems is clearly outside the institutional responsibility.

Educational institutions and rehabilitation centers both possess distinct areas of expertise. If a handicapped individual wishes to participate on an equal basis with able-bodied peers, some conference participants believed that the rehabilitation process should be completed before college, vocational or employment entry.

It is believed by some that the responsibility of rehabilitation is to prepare the individual for whatever type of social entry desired, and to be open to supplying supplementary counseling when approached by a former client.

Separate rehabilitation facilities are not necessary on a campus, although providing them can provide a valuable option to some disabled students.

CENTRALIZATION vs. DECENTRALIZATION

There was a general belief among the participants that support services should be a combination of the two. Considerable discussion centered on the definition and elements of each of the two terms.

Centralization was seen as a collection of support services eminating from one basic source with much duplication of already existing resources. Decentralization emphasizes use of existing resources wherever possible. The preference of the participants leaned toward centralization of new program aspects which are being introduced because of their unique need by the disabled, while decentralizing those aspects which already exist on the campus. Included in these decentralized aspects are all services for which slight modification or additions to regular institutional services may be necessary.

Advantages to this combination system are numerous. Decentralization promotes independence, strengthens existing services by broadening their scope, helps prevent budgetary stress to any one department by spreading the costs among decentralized units, results in mainstreaming staff and students, spreads the vested interest in service to the handicapped among more facets of the system, and promotes continuity of the program by avoiding vesting sole responsibility in one department. Centralization adds to the effectiveness of this combination system by providing centralized coordination of efforts and communication, maintaining an ongoing focal point for receiving feedback from the handicapped students for evaluation, and providing services otherwise nonexistent in the institution but needed by the disabled student.

RECOMMENDATIONS ON "COMPREHENSIVE SERVICE PLANNING"

INSTITUTIONS

- Disabled students should be allowed and encouraged to use existing services whenever possible. "Special" services can create an artificial environment and unnecessary dependence.
- Before implementing services and/or programs, it is essential that planning be done. This must include a careful delineation of:
  - . Overall program philosophy
  - . Rehabilitation, institutional, and student responsibilities
  - . Types of services to be provided
  - . Service delivery system
- Evaluation activities must be ongoing. Evaluation must include a regular needs assessment from the student. This assessment should be systematic and address the actual rather than perceived needs. Student input is the pivotal source for identifying and prioritizing actual needs.
- A liaison should be developed among the institution, consumer groups and federal, state, and local agencies/offices to improve programmatic access and better utilize scarce resources.
- Community involvement in advisory and evaluative capacities to the support service program is valuable, particularly in expanding resources and clarifying responsibilities of community agencies.

GOVERNMENT: FEDERAL AND STATE

- Handicapped persons must be consulted on legislative content prior to enactment. The participation of handicapped persons in all program planning and implementation should be legislatively required.
- If funding is given to postsecondary institutions for the purposes of integrating handicapped persons, present legislative regulations should be enforced as minimum standards only.

CONSUMER

- Consumers must advocate strongly for service programs which do not foster dependence and, which do not stereotype the disabled person.
- Consumers should take an active role in clarifying the responsibilities of rehabilitation versus education.

Services

PREADMISSION COUNSELING: PLANNING PARTNERSHIPS FOR INDIVIDUAL CIRCUMSTANCES

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ABSTRACT

Campus programs for disabled students encounter demand for advisory relationships with disabled individuals prior to a formal campus admission commitment. This preadmission counseling activity is sometimes restricted by funding priorities for enrolled students. A rationale for individual preadmission counseling is based upon the complexity and nontraditional nature of personal disability and resource requirements. Supportive partnerships are necessary because alternatives are not available to help campuses overcome under-representation of disabled students enrolled in post-secondary education.

Consumer identification and need criteria are discussed, distinguishing between potential students with general educational opportunity goals and prospective students seeking campus admission. Characteristic approaches with these consumer groups are described, along with organizational factors in service delivery. The Services to Handicapped Students program experience at U.C. Davis and tentative guidelines toward evaluation are provided for discussion.

INTRODUCTORY PERSPECTIVE

We organize specialized resource programs for the disabled student on our college campuses, but we find we also have contact with disabled individuals in process of exploring future enrollment and the potential of campus resources for meeting individual support needs. The nature of our response may be determined by such factors as program philosophy, interactive style, workload pressures and funding restrictions which limit services to specific consumer populations. Thus, we may devise standardized information packets, utilize brochures and handbooks, develop custom-tailored response letters, or provide more personal guidance methods for making such consultation available. Our funding sources may officially restrict our services to admitted students, in conflict with our personal commitments to help the disabled person evidencing initiative in the planning of educational and personal goals.

For purposes of this discussion, the term *preadmission counseling* is used for advisory relationships with disabled individuals occurring prior to a formal admission commitment. Such services are further characterized by their campus origins, whether delivered through formal service channels or by informal participation of members of the campus community.

With this general notion of preadmission counseling as a starting point, I will begin by discussing a rationale developed for delivery of such services as a programmatic effort on our campus. We will describe the consumer population served and the approaches associated with characteristic groups. We will conclude our discussion with program management considerations.

I don't presume to present a *recipe* to be slavishly followed by other *cooks* in this country; rather, I offer the experience of the U.C. Davis program with its roots in my experience at U.C. Riverside as a departure point for our discussion.

RATIONALE FOR PREADMISSION COUNSELING ACTIVITIES

First, let's share some perceptions on individual circumstances and the relationship between environmental context and functional handicap. We encounter individuals whose personal circumstances include a medically describable disability. Beyond individual differences inherent in the college student population, the personal consequences of this disability may be profoundly influenced by environmental context. Characteristics of the personal operating environment amplify or suppress individual functioning. They also elicit feelings of self-esteem, frustration or personal worth, depending upon a tolerance level built up with past experience. Survival strategies have involved acquiring accommodation methods for our individual differences and selecting a personal environment which minimizes our functional disadvantage compared to others. But our strategies are individual; two people with the same medical diagnosis (e.g., C4-5 quadriplegic) may approach their survival methods differently based upon different backgrounds, aptitudes, opportunities and supportive experience. Not only are they different from one another in significant ways, they are very different in their orientation from mainstream university students who have traditionally served as the model for design of our post-secondary education system. Consequently, the institutional environment and its responsiveness to individual differences determine personal opportunity and functional handicap.

Production methods utilized by educational institutions to process the volume of enrolled students during their institutional stay were not designed to accommodate such highly individual approaches, hopes and needs. Nontraditional students and their advocates have been heard in recent history, so college resources have been invested in methods of personalizing the bureaucracy: peer advising programs, ombudsmanships, grievance procedures, etc. But the potential student is rarely heard, has little political clout, scarce entitlement to services, and continues to be confined to the group classification scheme. We develop our campus catalogues, and assume that *counselors* are available to potential applicants in their own schools who can help with the individualized advising needed to suitable personal choice of a college campus and program.

In my experience, such assumptions are not sufficient for disabled individuals with severe functional impairments. For the disabled person to move from one basically supportive environment to another requires complex and sophisticated planning for this transition; yet this is beyond the resourcefulness of most locally available counselors. For example, the potential student needs access to information on aspects of the campus environment which can be tailored to meet their individual and specific needs for maximum functional independence. A resource brochure is not enough; there is need for a supportive partnership to develop the financial resources, mobility methods, residential and educational support necessary to unhandicapped participation. There is personal risk involved in establishing survival methods in a new environment. The availability of peer experience and credible role models can significantly influence perceived opportunity and risk taking. Probabilities of beneficial personal choices increase with the knowledge of available options. Consequences for educational and personal opportunity are evident.

Realistic alternatives to preadmission counseling aren't presently available. Admissions office personnel are unprepared for this responsiveness. Programmatic activities organized around outreach and recruitment of nontraditional students for educational opportunity programs do not have staff sophistication to develop an individualized partnership. They simply haven't acquired sufficient experience with this form of subcultural survival to develop the depth of understanding necessary to the task. Agency rehabilitation counselors may have knowledge of the individual for effective advocacy, but often lack the knowledge of the campus environment and its potential resourcefulness. Some sophisticated campus contact was needed to complete this resource partnership. So, our experience and expertise are crucial to the need and we are contacted for support. It is a request that is difficult to refuse.

As our campuses seek compliance with Section 504 requirements of the Rehabilitation Act of 1973, we are examining our institutional responsiveness to disabled individuals. The University of California system is also examining methods for *positive steps* to overcome underrepresentation of disabled students on our campuses. In the Student Affairs area at U.C. Davis, highest priority for allocation of increasingly limited resources is associated with a student affirmative action commitment to increased representation in services for nontraditional students, including handicapped students. In this context, the rationale for preadmission counseling services is evident and institutional support is available.

CONSUMERS OF PREADMISSION COUNSELING SERVICES

We classify preadmission counseling consumers into two general groups reflecting their behavioral commitment to campus admission. The *potential student* is an individual who is considering an array of college options, including U.C. Davis as one possibility. *Prospective students* have specific plans for attending our campus evidenced by filing of an application toward that goal. Potential students may be several years away from planned campus enrollment; the prospective student is within ten months from enrollment.

Identification

The identification of consumers for preadmission counseling requires voluntary willingness of the individual to share the disability-related background of his/her circumstances. Potential students are most often identified from referral sources, such as community college counselors, state rehabilitation contacts, liaison staff in secondary schools, and through disabled individuals in the community. Identification of prospective students has been facilitated by information from the undergraduate admissions application. The applicant could elect to respond to this statement:

> Campus resources are being developed to reduce barriers to students with physical or perceptual handicaps. Please identify any disability which might be accommodated by specialized resources.

This self-identification was computer coded to generate lists and mailing labels for our program to initiate contact. As we identified prospective students, our preadmission counselors review the admission file materials, and then initiate contact in a gentle but affirmative manner. The initial letter contact contains resource information and a personal invitation to establish a consulting partnership as needed. The prospective student may then elect to utilize preadmission counseling as part of the preparations for enrollment.

Our preadmission counseling resources are entirely elective, and nonparticipation has not had an effect on applicant eligibility under regular university admission requirements on our campus. However, to assure compliance with the letter and spirit of Section 504 regulations toward nondiscriminatory accommodation of handicapped applicants, we expect to utilize removable inserts within the application packet which the prospective student can forward directly to our Services to Handicapped Students program. We want to continue to take affirmative steps to encourage disabled student participation, without the specter of any discriminatory influence in admissions processing.

Need Criteria

As potential and prospective students identify themselves and affirm interest in our preadmission counseling partnerships, we proceed with support without consideration for restrictive priorities. The consumer identifies the need and implements the process by active participation and follow-through. Other service limits have not been defined for the consumer group, but may be identified for an individual where passivity or dependence pose problems.

PREADMISSION COUNSELING PROCESS AND ORGANIZATION

The philosophy of our resource delivery system emphasizes the role of the disabled individual as an expert on his/her circumstances, with the responsibility for his/her choices of previewable options. The preadmission counseling partnership involves a pooling of resource information toward options and alternatives to potentially handicapping situations. The consumer teaches the resource counselor about his individual assets, adaptation methods, goals, and perspectives. The resource counselor shares the experience and perceptions of similarly disabled students, tailoring such sharing to the specific individual characteristics and resource needs. For example, the community agency resources available to develop independent mobility, assure adequate financial resources, and provide personal support for independent living are important perspectives for the consumer to include in her/his plans. Similarly, campus resources for accessibility, educational support, wheelchair repair, transportation, counseling and attendant management can be presented in a more practical and relevant manner than general statements in a written brochure.

Potential Students

Partnership building with potential students involves a reference framework somewhat different from that for the prospective student. The potential student often requires information on campus options to pursue educational opportunity. This consumer may be seeking the *best* campus for combining access to a specific academic program, meeting of resource needs, and maintenance for independent living. Or, the consumer may have identified one isolated dimension by which they are evaluating campus prospects, and a counselor may suggest options and expand perceptions of the factors involved. A review of the consumer's educational background and progress toward meeting regular admission requirements is appropriate to development of applicant qualifications. Guidance may be provided toward overcoming an educationally handicapping background through courses which would demonstrate the relevant skills to the present circumstances of disability. Potential students ask questions like, "What's it like here, and what would it be like for me?" To answer this kind of question, we attempt to arrange the best personal experiences available, such as access to peer advising staff with similar functioning, arrangements for visiting and exploring the campus environment, etc. The partnership establishes perspectives for filing the admission application, securing agency aid, and meeting specific entrance requirements. Several personal contacts can be involved in establishing the partnership and developing the plans. We maintain indirect contact with the consumer through quarterly distribution of our program newsletter, and periodically initiate followup to express interest in the students' plans and progress. Most importantly, we demonstrate an interest in the potential student acquiring the resources necessary to educational opportunity at *whatever* campus is appropriate to the final plans.

Prospective Students

The prospective student has specified an application plan to U.C. Davis. The process of establishing a partnership for resource development is similar, but the time is shorter. Thus, the counselor may function to facilitate campus arrangements and to serve an advocacy role with agency or campus resources. The partnership may involve monitoring progress of the admission application. If the educational background does not appear to meet technical requirements for regular admission, the counselor and consumer may undertake development of supplementary advocacy materials for special action admission. The UCD Admissions Office has consulted program staff on all identifiably disabled applicants *before* officially notifying them of ineligibility based on standard qualifications. This allows the preadmission counselor to consider special action admission, to work with the applicant on methods of meeting university admission requirements, and to suggest other educational opportunities as appropriate. The preadmission counseling partnership can help channel disappointment into constructive efforts toward other options. When a prospective student completes the admission process and is accepted, she/he becomes eligible for more intensive program resources designed to develop educational support and a residential environment appropriate to independence and resources. The preadmission counselor helps the admitted student meet and establish relationships with our educational and residential counseling staff. The total resources of the program are mobilized to secure plans toward enrollment and student survival. The case file materials serve to guide the resource team to more immediately productive assistance.

Organizational Development

From an organizational perspective, our preadmission counseling program has evolved through two stages of resource commitment. First, we undertook a fundamentally reactive phase whereby my role as counselor/coordinator was utilized by referral sources as an initial advisor to potential students, and affirmative contact was made with prospective students as identified. Outreach was indirect through publication of a quarterly newsletter and its distribution to feeder schools and agency-counselor contacts. Materials were also made available to our Relations With Schools office for dissemination to California high schools. This fundamental level of service was assured in the founding of the U.C.

Davis Center for Services to Handicapped Students through a joint funding agreement between the campus and California State Department of Rehabilitation which explicitly included preadmission and preenrollment services. This kind of reactive program is limited by competition of enrolled students for resource counselor time and energy. Nevertheless, I believe a helpful program can be established through the use of student peer advisors to supplement counselor perspective and maintain followup.

We entered a more pro-active phase during 1976-77. A full-time outreach counselor position was defined and established as a five-month internship for a rehabilitation counseling graduate student from CSU Sacramento. We subsidized travel for campus visits to seventeen community colleges and feeder schools in the Northern California region to establish better referral sources and meet individually with potential students. As our departmental colleagues traveled to Southern California for Veterans' Program conferences, they undertook visits to disabled student programs at nearby community colleges to establish personal contact and provide program information. We staffed an outreach booth at the annual convention of California Post Secondary Educators of the Disabled, and extended written invitations to representatives from all community college programs to visit the booth and discuss resources and referral. In total, we had contact with fifty-two feeder college representatives and a total of forty-eight potential students during the outreach phase, which began in January 1977.

EVALUATION

We do not have experience with sophisticated evaluation criteria for our preadmission counseling activity *per se*. We are incorporating a followup questionnaire to all consumers to Services to Handicapped Students program activity. The consumer is asked to recognize services obtained from an exhaustive list, and to rate the helpfulness of each activity on a five point rating scale. Preadmission counseling is included as a listed activity. Beyond these basic consumer perceptions, we are interested in tracking preadmission counseling plans toward goal resolution but have limited experience with this method to date.

Our records indicate preadmission counseling services to 48 individuals. Twenty-four (24) remain potential students at this writing with a projected readiness for admission varying between January 1978 to September 1979. We expect to initiate at least annual contact with these individuals to assess progress and assure active participation by both members of the partnership. We expect to have more regular contact with potential students who are ready to make application and pursue final entrance plans. We worked with 24 prospective students during 1976-1977. Sixteen have been admitted, six are pending, and two have made alternative plans. The comparative preparation of incoming students for the challenges of independent living and resource support might be assessed by program staff to determine if preadmission counseling participants have an advantageous perspective and more substantial resource development.

We are seeking to increase participation of enrolled disabled students in campus programs. While we expect preadmission counseling activity to assist with this developmental goal, our process must help the potential student explore options and plans appropriate to his/her individual needs. As a consequence, I don't expect to evaluate preadmission counseling services heavily on enrollment results.

PROSPECTS

We have noted that some aspects of preadmission counseling are necessary because of insufficient community-based alternatives and knowledge of educational options and agency resources. We expect this to change in the future, based upon 504 compliance and advocacy organizations developed by disabled people to secure opportunity for independent living and productivity. Independent Living Programs like CIL in California may serve an increasingly sophisticated role in identifying talent and helping individuals find maximum opportunities for their particular circumstances. This development would assure access to credible peer counselors beyond those available on college and university campuses such as ours. The availability of alternative peer counseling might alter the need for campus preadmission services. But, we expect the need to continue for an affirmative campus consultant to serve as a credible and resourceful partner with the potential student to assist with plans for entering the campus environment.

As institutions, we will still need to respond to the individual circumstances of personal disability through opportunities for planning partnerships.

PREADMISSION/ADMISSION/COUNSELING FOR THE POSTSECONDARY DISABLED STUDENT

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ABSTRACT

A comprehensive Work Evaluation program, in conjunction with ongoing vocational training courses, and in cooperation with referral agencies, is utilized as the major tool for admitting, counseling and placing disabled postsecondary students in skill training areas that offer the maximum potential for client success by improving the work functioning of the individual.

WHY WORK EVALUATION?

Although current practices in admitting and counseling disabled adult students for vocational training have worn the cloak of tradition, with a "doing what worked in the past" attitude, a new generation of techniques has evolved that is a quantum leap forward in affecting positive change in assessing work potential of individuals.

Work evaluation represents a profound alternative to the paper/pencil variety of counseling assessment that is currently practiced in most postsecondary institutions.

For the worker who was injured and can no longer be employed in his profession, for the person entering the labor market with physical, emotional or mental disabilities, for the housewife who must begin a career in the world of work after being homebound, for the non-English speaker who needs to learn new ways to work, and for anyone who must change vocations due to shifting technological forces in business and industry, work evaluation means a realistic "hands on" approach to selecting new career fields by eliminating, to a great degree, the cultural, physical, and intellectual biases of traditional methods of vocational rehabilitation counseling.

Through emphasizing work samples representing numerous vocational fields which are "current," and assessment situations in regular training classes where clients are exposed to students and teachers who represent potential "coworkers" and "bosses," work evaluation becomes a dynamic form of counseling with the premium being placed on what the individual can do in relation to what is currently happening in the work-a-day world.

The work evaluator, to be effective in this setting, must understand the background and limitations of each client but, by necessity, must look ahead to using the untapped potential for success that lies in every person. This search for what can be done as opposed to "dwelling on the disability," is a unique aspect of work evaluation.

This approach to counseling disabled students for successful career adaptation meets the need of large numbers of adults who, for a variety of circumstances, cannot or will not become involved in work adjustment due to traditional counseling methods which are either obsolete or are overlooking the special needs of certain portions of the population because of a limited definition of the term "disabled."

HOW DOES WORK EVALUATION WORK?

The Work Evaluation Program, as it is practiced on the campus of the Valley Vocational Center, is part of the adult education division of the Hacienda-La Puente Unified School District in Los Angeles County. It presents an effective model of an ongoing, successful unit for identifying, counseling and placing disabled persons in career training programs by combining the major techniques of the field with vocational training programs, coupled with student support services, and putting them all under one roof. The Center explores vocational interests and ascertains physical and mental capabilities of individuals by utilizing various work sample tasks that are set up in a realistic work environment.

The individual entering this program is evaluated in the reality of labor force expectations. In this evaluation, the focus is on such things as ability to perform job tasks, work tolerance (i.e., tolerance to physical and mental demands of the job; tolerance to routine repetitive work; etc.) and work habits (i.e., job responsibility; worker cooperation; attention span; etc.).

In addition to the work sample assessment in the Work Evaluation Unit a situational assessment is performed in the various vocational training areas of Valley Vocational Center. During this phase of the evaluation process, the classroom instructor is utilized in obtaining additional data with respect to the mental and physical performance of the individual along with such information as the person's reaction to criticism by supervisors, interpersonal relations with coworkers, and potential for success within that particular vocational area.

Real work activities in a sheltered setting are another option under work evaluation at Valley Vocational Center. At the school's sheltered workshop, certain clients can experience a range of real work activities that help to prepare for ultimate competitive employment.

Psychometrics are used as part of the evaluation process when applicable but do not carry the weight of force as in traditional vocational counseling methods. Standardized tests are administered to gain additional information on the client's abilities and attitudes as they pertain to the total scope of work evaluation.

The evaluation process can be one to eight weeks in length depending on the questions needing answers with respect to the individual choosing a vocational training area/vocational goal.

At the completion of the work sample and situational assessment, the individual being evaluated will confer with the work evaluator. At this time the work evaluation report is discussed and specific recommendations are offered regarding a vocational plan for the evaluee.

If, in the judgement of the work evaluator and the vocational training area teacher, the evaluee needs academic or vocational reinforcement in order to function in an effective manner within the training class, facilities are made available at Valley Vocational Center for this purpose. This includes Programmed Instruction Lab; Adult Basic Education classes; Hearing Impaired Lab; interpreters for the deaf and Spanish speaking clients; and English as a Second Language classes.

EVALUATING AN EVALUATION PROGRAM

Because of the relative newness of work evaluation as a tool for counseling in the field of vocational rehabilitation, few standardized measures exist to judge the effectiveness of a particular program. The large degree of variance from program to program and diversity of clients makes benchmarking even more difficult. However, there are ways to determine the worth of work evaluation programs using objective measures.

The life blood of any work evaluation program is the special relationship it must have with numerous referral agencies who send clients and, in many cases, pay the program a fee for work evaluation service. Like any healthy relationship between a buyer and seller, performance must be maintained in order to continue the arrangement. If agencies such as insurance carriers, health clinics, employment agencies, and local departments of rehabilitation stop sending clients, chances are the work evaluation program is not performing its task. Conversely, as more and more clients are referred for work evaluation services, the program is exhibiting a large degree of success by meeting the requirements, stringent in many cases, of the respective agencies. Implicit in the above is a high level of job placement, one of the most important indicators of success in any program dealing with vocational counseling and training.

Work evaluation units should employ a variety of techniques utilizing a number of systems, both teacher prepared and commercially developed, to insure program flexibility in dealing with clients whose individual situations require numerous alternatives. The relationship between vocational training programs and student support services for the assessment phase of work evaluation and the degree of participation with local industries and sheltered workshops for on-the-job-training situations and real work activities are other measurements of the effectiveness of work evaluation programs.

Perhaps the top indicator of evaluating this type of service for the disabled student lies in the quality of staffing. To be a successful work evaluator one must have a range of involvement with many disciplines.

In commenting on the role of the

work evaluator Speiser (1970) said:

> Variety is the essence of the vocational evaluator's functioning. As an ASSESSOR he observes, tests, analyzes and reports on client performance and behavior. In his role as VOCATIONAL COUNSELOR he assists clients in considering the implications of their work experiences. He aids them in selecting and developing meaningful vocational goals. He may be further identified as an INSTRUCTOR, responsible for teaching work skills and procedures. On occasion the work evaluator may be called upon to act as a FOREMAN or BOSS SURROGATE. . . .
>
> In some settings the vocational evaluator is also called upon to act as a PSYCHOMETRIST, when using standardized testing procedures; or as a PSYCHOLOGIST and CASEWORKER, in dealing with personal adjustment counseling problems. A key role frequently ascribed to a work evaluator is that of CASE COORDINATOR. In this capacity he is responsible for bringing together the reports and observations made by himself and other staff members, professional and non-professional. He therefore must be able to talk the "language" of all persons in the rehabilitation; not the least being the client himself. He should also be versed in the reality demands of the employment market which his clients may ultimately enter. The rehabilitation setting cannot possibly duplicate all job tasks, or even most occupational families. The vocational evaluator should be aware of this fact, and should make his diagnosis and recommendations based on the broader opportunities of the competitive labor market.

I submit that work evaluation can be looked upon to span a gaping chasm between public agencies that have the responsiblity of rehabilitating the disabled and the competitive world of work which must accept them in order to complete the process. Whether it is used in conjunction with rehabilitation programs in universities, community colleges, adult schools, or vocational centers, work evaluation is an indispensible aide to determine how a disabled person should be vocationally rehabilitated and where the training should occur. If work evaluation, in all its myriad forms and functions, helps perform at least those two functions, then it can be said to have been a worthwhile enterprise. In most cases, it will do much more.

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EVOLVEMENT--NONEXISTENT TO SEPARATION TO INTEGRATION

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ABSTRACT

The process of providing equal educational opportunities for the physically disabled has proceeded through various growth periods. An examination of this growth as it relates to the special concerns of "Housing/Attendant Care/ADL" in the setting of a small university is examined.

In order to address the issues centered on Housing/Attendant Care/ADL I needed to first reflect on the evolvement process Emporia State University has gone through in its contacts with the disabled student. I found that this reflection furnished me information on the issues at hand.

In the mid 1950s under the direction of its president, Dr. John E. King, ESU (then Kansas State Teachers College) began to equalize educational opportunities for persons who are disabled. Before facilities were modified on the campus, in 1954, sixteen nonwheelchair students were sponsored by the Kansas Vocational Rehabilitation Service. The first modifications were for the convenience of these students and included installation of handrails on several stairways and the covering of stair treads in the main classroom building with nonskid material.

The first modifications for wheelchair students were made in 1955. A wooden ramp was erected at the entrance to the Administration Building and several curbs were beleveled at street crossings.

The transition from nonexistent facilities and services to the minimal efforts of ramping some buildings and perhaps moving the location of classes from second floors to first did not come easily. There were factions who just did not see the reason why the disabled students should be given a chance--their place was in the home or an institution. Others could not see how the educated disabled individual could possibly function in the world of work. Then another group adhered to the stereotyping of what Beatrice A. Wright has identified as the "spread effect." That is, if one is physically disabled, he is automatically mentally deficient. These attitudes, and others, first provided barriers greater than the physical barriers that confronted this particular group of students. Dr. King and others held a different, deep conviction on the philosophy of education. "We are a state college," he said, "and we are going to serve the youth of Kansas wherever and whoever they may be."

People began to see that the disabled individual has the same need and right to educational opportunities. This was reaffirmed in the objectives and philosophy of ESU which are:

1. The ultimate goal of higher education is to create within each student an increased sense of his responsibility as a participating individual in a complex society.
2. ESU affirms this goal as its mission through the development of programs which will stimulate the student to seek those qualities which will lead to a realization of his potential as an educated person.
3. ESU operates on the philosophy of encouraging growth toward independence within the limits of each student's capabilities. Development toward actualizing this philosophy included not only the able-bodied individuals but also those with physical limitations as well.

This issue of "why should the service be provided?" was not only a problem to be faced in the mid 1950s, it is also a problem which the campus, as well as society, continues to confront. The campus community seems to be adjusting to the overall effort of equal opportunity in education to all students, if adequate services can be provided.

ACCESSIBLE HOUSING

As the years progressed, there was a gain in the number of disabled students and the need for additional services became increasingly apparent. If disabled students were to be admitted to campus, more than accessibility to academic classrooms had to be provided, if equal opportunity was more than just words. This required special facilities such as the availability of on-campus housing for the disabled student.

Housing was probably the most critical problem in accommodating physically handicapped students. At first, many disabled students lived in private dwellings off campus, because of limited on-campus facilities.

In the '50s, freshman women were required to live in Morse Hall for Women. Only minor modifications were necessary to accommodate the few female disabled students. Women students who used wheelchairs were assigned rooms on the ground floor.

On-campus housing for men was not available until the men's residence hall was erected in 1959. No elevator was provided in that structure at the time, but the ground floor was reserved for students unable to climb stairs. Wheelchair students usually shared their rooms with pusher/attendants or other persons with less severe disabilities.

Some minor modifications were made in the residence hall restrooms. These modifications were limited to first floor facilities. So the 1960s saw housing available but found ESU separating the disabled students, keeping them out of the way, in their own segregated areas of the dormitories. This separation excluded the disabled students from a very important part of college life, that being the social adjustment all students go through. Please remember that this is still a period of evolvement--evolving from the concept of isolation at home to one of keeping the disabled out of the way in their own detached world on campus.

However, one important step was resolved during this period as far as housing was concerned. Accessibility to housing was made available to all disabled students if they were admitted to the campus. The limitations were set by the extent of the physical changes in present buildings and financial bounds. New residence halls, totally accessible, were farther down the line. One must keep in mind, all changes in physical facilities in all of ESU's growth, in relationship to the disabled, have been implemented at the college's own expense and as a result of campus-wide faculty, staff and student support. In the early '60s, the physical environment limited the issue of "for whom should the service be available." Of course, there were a number of disabled and able-bodied people who wanted the opposite--the campus should adapt its environment to the student.

In the late '60s evolvement continued with the addition of a new residence hall system and expanded facilities in existing halls. The new system provided accessible rooms on all floors by use of elevators and rooms designed with the disabled in mind. Restrooms were constructed that contained such items as roll-in showers, lowered wash basins, tilted mirrors, wider doors leading to the toilets and grab bars for easier transferring.

This new development in the area of accessibility in housing not only allowed the student with physical limitations access to all physical housing facilities, but it also opened doors to social integration. This integration is of prime importance if the disabled are to truly have equal educational opportunities.

ESU also provided housing for the married disabled student in the form of a 96-unit apartment complex, which is designed to accommodate the handicapped.

Today, the disabled student has a choice of various environments with decisions being based on proximities to the center of campus, rather than the lack of accessible facilities. The evolvement in the area of housing has moved a long way from the enrollment of the first disabled student in 1954.

ATTENDANT SERVICE/ADL

Let's shift to an additional area of concern centered in the disabled student: this being the area of attendant service/activities of daily living.

The first instance of attendant service was arranged for a girl who was confined to a wheelchair. Since 1955, male and female disabled students have had attendants. The early philosophy of admitting the handicapped student to the campus now recognized the need to assist some of these students in getting to class. These first attendants were locally referred to as "pushers" since their main duties at that time were to assist the disabled student getting to and from classes.

As on-campus housing became available in 1959, the duties performed by the pushers changed to some degree. Housing was not available to the students with more severe disabilities. Therefore, the duties performed by these pushers varied according to the needs of the disabled person, and frequently, they involved helping with personal matters and room cleanliness. Readers and notetakers were also utilized by blind students when these services were needed.

The necessity for attendant service, as well as housing needs, was determined then similarly to the procedure now. This judgement is made in consultation with the student, family, physicians, both on and off campus, as well as the Department of Vocational Rehabilitation counselor. As we have found, there is no set pattern to determining the needs of this group of students. Each situation must be evaluated on an individual basis.

Attendant duties now also include notetakers and interpreters for the hearing impaired. Many other special procedures are arranged for disabled students dependent on the nature of the disability.

The severity of the disability normally dictates the services an attendant must provide. With the increase in the number of severely disabled students came the need for better-trained attendants. Training is usually provided by family members and the student in the area of personal hygiene. Additional training is furnished by the campus physicians and the Rehabilitation Services Office. The individual who has had previous experience in working with the disabled or elderly has proven to be the most reliable attendant.

Payment for attendant services has been made by the sponsoring agency, and many able-bodied students are anxious for an opportunity to earn extra money while participating in school themselves. Almost all of the attendants are students enrolled at ESU, however a few are from the local community.

The Rehabilitation Services Office functions as a liaison between the potential attendant and the disabled student. The attendant is interviewed by the Director of Rehabilitation Services prior to being referred to the disabled student. This interview provides a check on the prospective individual's experience and interest in working with the disabled student. It also provides an opportunity for the individual to learn the pro's and con's of being an attendant. Emphasis is placed on the importance of the job as well as its confinements. Once the initial screening is completed the interested individual is referred to the handicapped student. The actual hiring is managed by the disabled student, thereby placing responsibility on the student to directly assist in his own personal care.

Attendants are encouraged to assist the disabled student in learning and carrying out as much of their own activities of daily living as possible. Students arrive on campus in various conditions, as far as their own personal care is concerned. Some are independent to the extent allowed by their physical condition. Others have developed a great dependency on family, friends and institutional care. It is extremely important to the student to be encouraged to assume as much independence as possible. Education is not just limited to the academic areas, it must cover a wide range of concerns for the disabled student. Activities of daily living experiences, as they relate to personal care, especially after graduation, are just as much a part of the total education process as the degree itself.

The evolvement in attendant care can best be seen if you look at the individual disabled student now attending ESU versus those students of twenty-two years ago. The duties performed by the first attendants were that of pushing the wheelchair of the assigned student. Today the attendant performs a variety of ADL duties that includes everything from minor matters of room cleanliness to difficult matters in the area of personal hygiene. A number of handicapped students are unable to carry out even minor activities of daily living, therefore they are almost totally dependent on attendant assistance.

There are limits to the amount of attendant service that can be provided. Realistic expectations must be placed on the institutions as well as the individuals who are hired to be attendants. Disabled students who require special services in relation to their disability are requested to visit the campus prior to official enrollment in order to determine whether or not the campus can provide adequate personal care. The responsibility for this decision is made by the Director of Rehabilitation Services and the Director of the Health Center. Consultation is received from numerous campus personnel prior to making this difficult decision. As previously stated, equal educational opportunity is ESU's goal but realistic assessment must be made in order not to place the disabled individual in a precarious position.

In order to evaluate the services provided the disabled student two committees have been formed. One of these committees is composed of students who are members of the Handicapped Student Association. This chartered campus group has a standing committee that functions as an advisory committee to the Director of Rehabilitation Services. They assist in providing evaluative input in the direct operation of all the program activities. The other committee, the Rehabilitation Services Advisory Committee, is appointed by ESU's president and it is composed of individuals from faculty, staff and disabled students. This group is not only used for evaluation, but also to set campus-wide policy when it affects the disabled. Of prime importance in both these groups is the input of the disabled student. A program must be developed only if it is responsive to their needs.

SUMMARY

In terms of Housing/Attendant Care/ADL, ESU evolvement has been one of nonexistence to separation to integration. The physical environment once greatly limited the involvement of the disabled student in participating in campus activities. Now accessibility no longer provides physical barriers to the student. Attendant care has been improved to the point that assistance is now provided to students requiring special care. However, realistic assessment must be made in order to not place the disabled student in a precarious position. Included in attendant care is the expectation of the disabled student to learn and assist in his or her own activities of daily living procedures. Responsibility is not only that of the institution in providing a total educational opportunity, it is also that of the disabled student. ESU has grown through its twenty-two years of working with the disabled, however, as the word evolvement connotates, it is a growing process.

HOUSING AND ATTENDANT CARE FOR THE DISABLED STUDENT

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ABSTRACT

Postsecondary educational institutions are ideal training grounds for disabled students to learn effective consumerism in providing for their housing and attendant care needs. Having the opportunity to develop skills and responsibility for arranging housing and maintaining an attendant care program can promote the student's independence.

INTRODUCTION

In pursuing postsecondary education, academics are but one of the many considerations to be made by the disabled student. The philosophy of equal access to postsecondary education begins at the point of meeting basic physical needs for some disabled students whose limitations are extensive. Without accessible housing and personal attendant care as a beginning, the pursuit of a postsecondary education becomes a physical impossibility.

HOUSING

For the student who by choice or necessity moves away from home to attend a college or university, housing becomes an important consideration. If a college or university is committed to serving physically disabled students, then assistance in obtaining either on or off-campus housing should be available. This assistance does not have to differ substantially from the kind of housing assistance that is provided to other students, but certain disability-related considerations have to be made. Institutions that provide on-campus housing or assistance in locating off-campus housing should insure that disabled students have a comparable choice in selecting a living facility. Disabled students should not be segregated or ghetto-ized in their choice of housing.

Whether on or off campus, the student with special housing needs must learn to be an effective consumer in order to meet these needs adequately. Effective consumerism requires that students be fully aware of their own personal/physical needs for housing and realistic in their planning for the facilities and services needed, as well as the costs involved.

The basic consideration for housing is the accessibility factor with further consideration being given to the adaptations or modifications an individual may require because of his/her physical limitations.

For on-campus housing, modifications need not be extensive. Architectural accessibility in entrances, emergency exits, doorways, lavatories and rooms are obvious needs. Further adaptations/modifications of a minor nature may be done to lower towel dispensors, mirrors and telephones; to alter bed heights; and to modify doorknobs and drinking fountains. Room adaptations such as adapted drawer pulls, lowered closet racks and special furniture arrangements may also be done on an individual basis.

In seeking off-campus housing, the student should be prepared to obtain basic information on accessibility by phone, thus eliminating unnecessary visits to housing sites that are obviously inaccessible. Once a list of possible housing alternatives has been obtained, an on-site visit by the student is necessary to determine the present degree of accessibility and what, if any, modifications are needed. The degree of accessibility will vary, thus frequently requiring a ramp to be built or other architectural modifications to be made. Adaptations may be done to kitchen and lavatory facilities as well as other areas that will lead to greater independence or convenience in performing activities of daily living. Catalogues of adaptive equipment are available for this purpose and some persons choose to design and build their own equipment to suit their individual needs.

Two methods for assisting students in locating suitable off-campus housing are: (1) to maintain a listing of housing facilities that are basically architecturally accessible and (2) to have information available on selecting suitable housing, architectural accessibility, landlord-tenant rights and responsibilities, leases, rents, monthly budgets and other housing issues. A seminar format is one method for diseminating this information and a means for teaching students to be effective consumers in the area of selecting and maintaining suitable housing.

Another important consideration, particularly for the student who chooses to live off-campus, is finances. It is strongly recommended that a student develop a preliminary budget in order to outline the (1) costs of setting up an apartment and (2) monthly maintenance. This is of particular importance for the student who will incur not only the standard living expenses such as rent and food, but also those disability-related expenses, such as attendant care and medical supplies, that can increase a monthly budget substantially. Figure 1 is a budget form that can be used to assist a student in initially setting up housing. Figure 2 is a budget form that can be used to develop an ongoing monthly budget. Each column is used for a separate housing setup. Once several budgets have been developed for the sake of comparison, the student is in a better position to choose the housing that is most feasible.

The process of preparing the student to live independently may ideally begin with an on-campus living situation in which the student has ready access to typical college support services such as laundry and dining facilities. After, perhaps, a year or two of on-campus living, the student may move off-campus into an apartment or house where she/he assumes total responsibility for all aspects of the housing situation. The experience of living independently off-campus can be an excellent learning experience and preparation for life after graduation, particularly for the severely disabled student.

ATTENDANT CARE

Among the services required by disabled students, attendant care is probably the one for which the need is most frequently misrepresented, misinterpreted, or overestimated. Attendant care is obviously a basic need for *some* students whose physical limitations are extensive. It should be recognized, however, that not all severely disabled students will require attendant care. Many students whose obvious physical limitations are extensive, will appear dependent, while at the same time being totally

	A	B	C	D	E
Housing Deposit					
Rent (Furnished-Unfurnished)					
Housing Modification--i.e., installing ramps, grab bars, etc.					
Adaptive Equipment--special kitchen utensils, flexible shower head, etc.					
Telephone Deposit					
Utilities Deposit					
Household Items (Dishes, Linens, Cleaning Supplies)					
Attendant Care Supplies					
Food					
Personal Expenses (Clothing, Grooming Supplies, etc.)					
TOTAL					

Fig. 1. Housing Setup--Budget

	A	B	C	D	E
Rent (Furnished-Unfurnished)					
Gas and Electric					
Water					
Telephone					
Household Items (Dishes, Linens, Cleaning Supplies)					
Laundry					
Transportation					
Attendant Care					
Attendant Care Supplies					
Food					
Recreation and Entertainment					
Personal Expenses (Clothing, Grooming Supplies, etc.)					
TOTAL					

Fig. 2. Monthly Budget

or near totally independent in their activities of daily living. It is the role of the institution to recognize the need for attendant care, if committed to serving the severely disabled student, and to assist the student in meeting this need in the most reasonable manner possible.

Some students will require attendant care throughout their lives. Therefore, learning to be an effective consumer in setting up and maintaining an attendant care system will have impact on the student's personal wellbeing and academic success as well as subsequent vocational success after the student leaves the institution.

A college or university is an ideal training ground for effective consumerism with regard to attendant care. The institution can assist the student in defining his/her attendant care needs and may be a resource pool for hiring attendant(s) to meet these needs. The institution may also be a resource for training attendants and resolving interpersonal problems that may arise between attendant and attendee.

The need for attendant care should not automatically be assumed or denied without a discussion with the student of what is needed and why. Attendant care is generally provided in the areas of personal hygiene, dressing and eating. The type and extent of attendant care will vary, depending on: (1) individual limitations; (2) lack of training in adaptive techniques in daily living skills and/or (3) lack of the opportunity to handle personal needs without unnecessary assistance from others.

The first step in setting up attendant care is to establish the type and extent of care needed. In order to do this, an evaluation of the student's limitations and abilities is necessary. It is not unusual for students to underestimate their attendant care needs if they have never worked with an attendant outside of their immediate family. Many forms of assistance are taken for granted and will not be mentioned by the student unless questioned. It is also not unusual for students to overestimate their need for attendant care because of a lack of awareness of their own abilities.

In order to reduce the tendencies to over or underestimate the need for attendant care, a frank and detailed discussion of these needs during the planning stages or on a preadmission basis is necessary. Students should be brought to a full realization of the type of assistance they expect to receive and the reasonableness of these expectations. A discussion of attendant care requirements can also reveal new techniques or possible adaptations that a student may practice using as a means for becoming more independent.

The second step in setting up an attendant care program is to orient the student to his/her responsibilities in the attendant care relationship. The following is a list of guidelines that can be used for this purpose:

1. Attendant care is a cooperative relationship involving some "give and take" on the part of both attendant and attendee.
2. Students should clearly outline to attendants what their expectations are for attendant care and the actual duties involved in the job. Requests for assistance beyond the agreed upon terms of the job should be kept to a minimum.
3. It is strongly suggested that a written schedule be developed for the types of assistance needed on a daily basis and the times that the assistance is to be provided. This can serve as a formal/informal contract.
4. If a schedule is being followed, neither student nor attendant should have to wait more than fifteen minutes for the other party, barring emergency or unexpected situations.
5. Students are responsible for providing the attendant with a good work environment and should prevent unnecessary messiness and/or unsanitary conditions. This includes providing the attendant with an adequate supply of necessary materials to perform the job.
6. Problems in the attendant care relationship should not be ignored; this can only result in poor quality attendant care. Problems should be discussed openly and honestly, recognizing the need for compromise and/or change in some situations. If a third party is to be involved in resolving an attendant care problem, it is strongly suggested that both attendant and student be present to discuss the situation.

The third step in setting up attendant care is to orient the attendant to the job. This involves a detailed job description for the hiring process as well as a training program for teaching the procedures of the job. Appendix A is a sample job description.

The question of who provides training to the attendant has to be answered on an individual basis. Students may assume total responsibility for training their attendants or the institution may assist by providing a formal attendant training program through the university health service or university affiliated facility. Appendix B is a sample format for a training program. It would be impossible to offer one attendant training program that would prepare attendants for all procedures or techniques used in providing attendant care. Basic techniques can be taught, but modifications of these techniques have to be done on an individual basis, and in most cases are most properly taught by the person receiving the attendant care.

The attendant care relationship is a delicate balance between dependence and independence. Therefore, attendants should understand the extent of their own responsibilities as an attendant as well as the responsibilities of the attendee. The following are a set of guidelines for the attendant to follow in promoting the effectiveness of the attendant care relationship:

1. Students, not their attendants are most knowledgeable about their attendant care procedures. Attendants should not become overzealous in their need to "help" without discussing with the student what procedures are necessary and how they are to be performed.
2. Providing physical assistance as well as the opportunity for students to be as independent as possible are both important elements of attendant care. In some situations students may be capable of independence given a little extra time to try new techniques.
3. Attendants are not hired to be a friend, counselor, guardian or "in loco parentis." They are hired to provide a service in an efficient and hygienic manner. A close friendship may develop in the course of an attendant care relationship, but it is not a prerequisite for effective attendant care to take place. Whatever the relationship, open communication is important at all times.
4. Attendants should recognize the degree to which some students rely on attendant care for their personal well-being. Not taking the responsibility seriously, ignoring a schedule or being careless in performing attendant procedures may

jeopardize the student's health. The quality of attendant care should be consistent and not dependent on the attendant's personal needs or mood.

5. Attendants are not doing students a "favor" by providing attendant care. High quality attendant care is a right, not a privilege.

Appendix C is a sample set of guidelines that can be distributed to students and their attendants as a means for promoting effective attendant care.

SUMMARY

In summary, colleges and universities have an obligation to prevent disabled students from being denied access to postsecondary education because of the need for accessible housing facilities and attendant care.

Colleges and universities are ideal training grounds for disabled students to learn effective consumerism in handling their personal/physical needs. They can serve as a transition from a home and family environment to one of living independently after graduation. Having the opportunity to develop and practice skills in activities of daily living through an attendant care program and the exposure to new types of adaptive equipment can promote the student's independence.

By using an information gathering process in which the student's needs are assessed along with the types of facilities and services available, a more rational process of planning and arranging for these needs can occur. In this way, the chances of success are much greater.

APPENDIX A

ARE YOU INTERESTED IN BEING A PERSONAL ATTENDANT?

WHAT IS THE HANDICAPPED STUDENT SERVICES PROGRAM?

The Office of Handicapped Student Services has been established to provide assistance to physically handicapped students. The purpose of the program is to allow handicapped students to attain an education and at the same time develop greater physical independence while attending the university.

WHAT IS PERSONAL ATTENDANT CARE?

One of the services provided by the Handicapped Student Program is personal attendant care for those handicapped students who require assistance in the areas of personal hygiene (toileting, showering, grooming, etc.) and dressing. This service is provided by residence hall students who are employed as personal attendants.

WHEN IS PERSONAL ATTENDANT CARE PROVIDED?

Attendant care is provided in the mornings and evenings and in some cases, once or twice during the day. The hours are flexible and vary according to the particular schedule set up by the individual attendant and student.

WHAT TYPES OF DUTIES DO ATTENDANTS PERFORM?

Duties, responsibilities and amount of work time vary with the individual student. Attendant duties may encompass any or all of the following under the category of general physical care:

Bathing Toileting
Dressing Personal Grooming
Assistance in laundering
Transferring into and out of bed
Transferring into and out of wheelchair
Taking braces off and on
Light room cleaning
Evacuation during fire drills

HOW MANY STUDENTS DO ATTENDANTS USUALLY WORK WITH?

Each attendant has the responsibility for providing attendant care to one student on a regular basis throughout the year. On occasion, some attendants will substitute for one another on a weekend or night off.

WHO SETS UP THE WORK SCHEDULE?

The work schedule is set up by the student and attendant. It is mutually agreed upon, and both the student and attendant must be flexible to a certain extent in arranging work times. The schedule should be written so both the student and attendant are aware of the type of assistance to be provided on a daily basis as well as the times it is to be provided.

HOW MUCH TIME DOES AN ATTENDANT WORK ON A DAILY BASIS?

Attendants generally work from one hour to two and a half hours per day depending upon the needs of the student.

HOW MUCH TIME DOES AN ATTENDANT WORK ON A WEEKLY BASIS?

Attendants generally work from ten to fifteen hours per week. Under no circumstances may an attendant work more than twenty hours per week.

HOW MUCH TIME DO ATTENDANTS HAVE OFF?

Each attendant is entitled to one night off per week or one complete weekend off per month. Attendants do not work during the regular vacation periods such as Thanksgiving, Christmas and Spring Vacation.

WHAT ARE THE QUALIFICATIONS FOR BEING A PERSONAL ATTENDANT?

In order to become an attendant, you must be a Wright State student who plans to live in the residence hall. You must have an interest in the welfare of others, and a willingness to provide assistance, when necessary, in a patient and understanding manner. The attendant must have clean personal habits and be free from communicable diseases.

IS IT NECESSARY TO HAVE EXPERIENCE TO BE AN ATTENDANT?

No. Most students have had little or no contact with handicapped persons when they first begin working as an attendant.

DO ATTENDANTS RECEIVE TRAINING?

Yes. An attendant training program is held before the beginning of Fall Quarter each year. The training program is a day long session and is provided by the Handicapped Student Program and St. Elizabeth's Medical Center. The program involves training in all of the basic aspects of attendant care.

HOW MUCH ARE ATTENDANTS PAID?

Attendants are paid $2.55 per hour and receive a $.10 per hour raise after they have worked 450 hours on the same job.

HOW DO I APPLY FOR AN ATTENDANT'S JOB?

Contact Handicapped Student Services, Room 111 Millett Hall (Dean of Students' Office); phone 513-873-2141.

APPENDIX B

ATTENDANT TRAINING PROGRAM

September 9, 1977
Rehabilitation Medicine Unit
St. Elizabeth's Medical Center

9:00 - 9:15 a.m.	Purpose: Handicapped Student Services Attendant Care Program Attendant Training	OBJECTIVE: To acquaint prospective attendants with the services and goals of the Handicapped Student Program with particular emphasis on personal attendant care, and the individual responsibilities of the student and attendant.
9:15 - 10:00 a.m.	Definition and Explanation of Disability Spinal Cord Injuries Cerebral Palsy Muscular-skeletal disabilities Functional limitations of Quadriplegia	OBJECTIVE: To provide a basic understanding of the types of disabling conditions that attendants will encounter and the functional effects of these disabilities.
10:00 - 10:40 a.m.	Demonstrations in independent activities of daily living skills--Films.	
10:40 - 12:00 p.m.	Techniques of Physical Care Dressing Transfers Wheelchair Safety	OBJECTIVE: Training in various techniques of dressing, and methods of lifting and transfer.
12:00 - 1:00 p.m.	Lunch	
1:00 - 1:30 p.m.	Ostomy Care	OBJECTIVE: An explanation of ostomies: their care and management.
1:30 - 4:00 p.m.	Techniques of Physical Care 1. Catheters--indwelling and external A. Foley Irrigation--replacement B. Intermittent zation C. External catheteri- Application D. Care of drainage bag 2. Bowel Care A. Suppositories B. Rectal Stimulation C. Fleets Enema D. Disposal of Waste E. Fecal Impaction	OBJECTIVE: Training in the basic techniques and procedures of personal attendant care, with particular emphasis on skills, hygiene and safety.

3. Skin Care
    - A. Bathing
    - B. Decubitus prevention and identification
    - C. Skin Rubs

4. Autonomic Hyperreflexia
    - A. Identification
    - B. Treatment

4:00 - 4:30 p.m.	Emergency Procedures Medical Emergencies Fire Evacuation	OBJECTIVE: An explanation of the procedures to be followed in a medical emergency or fire evacuation and the attendant's role in assisting the student in these situations.
4:30 - 5:00 p.m.	Question and Answer Period Summary	

APPENDIX C

GUIDELINES FOR EFFECTIVE ATTENDANT CARE

1. Students, not their attendants, are most knowledgeable about their attendant care procedures. Attendants should not become overzealous in their need to "help" without discussing with the student what procedures are necessary and how they are to be performed.

2. Providing physical assistance as well as the opportunity for students to be as independent as possible are both important elements of attendant care. In some situations students may be capable of independence given a little extra time to try new techniques.

3. Attendants are not hired to be a friend, counselor, guardian, or "in loco parentis." They are hired to provide a service in an efficient and hygienic manner. A close friendship may develop in the course of an attendant care relationship, but it is not a pre-requisite for effective attendant care to take place. Whatever the relationship, open communication is important at all times.

4. Attendants should recognize the degree to which some students rely on attendant care for their personal well-being. Not taking the responsibility seriously, ignoring a schedule or being careless in performing attendant procedures may jeopardize the student's health.

5. Attendant care is a cooperative relationship involving some "give and take" on the part of both attendant and attendee.

6. Students should clearly outline to attendants what their expectations are for attendant care and the actual duties involved in the job. Requests for assistance beyond the agreed upon terms of the job should be kept to a minimum.

7. It is strongly suggested that a written schedule be developed by both the student and attendant for the types of assistance needed on a daily basis and the times that the assistance is to be provided. This can serve as a formal/informal contract.

8. If a schedule is being followed, neither student nor attendant should have to wait more than fifteen minutes for the other party, barring emergency or unexpected situations.

9. Students are responsible for providing the attendant with a good work environment and their roommates with a good living environment by preventing unnecessary messiness. Students should attempt to prevent room odors and any unsanitary conditions by doing laundry on a regular basis, and using disinfectants to clean personal hygiene equipment. This also includes providing the attendant with an adequate supply of necessary materials to perform the job.

10. Attendants will provide assistance with laundry. All students are responsible for assisting their attendants with either washing or folding laundry.

11. Human excrement should be disposed of properly in the lavatories. Toilets, not sinks, should be used for emptying collection bags or bedpans. Toilets should always be flushed after use. The water used to clean bedpans or other appliances should also be emptied in the commode. Any accidents or leakages from collection bags should be cleaned up properly as a health measure and courtesy to other floor residents.

12. Attendants have been instructed to inform students of potential health hazards such as skin breakdowns or cloudy urine. These may be warning signs and it is the responsibility of the student to visit the Health Service to receive proper diagnosis and treatment.

13. It is the responsibility of the student to insure the safe storage of all medications.

14. Fees for attendant care are based on the amount of time required to provide assistance on a weekly basis. The maximum amount of attendant care is twenty (20) hours per week. The following is a breakdown of the costs of attendant care which are paid by the student:

Hours/week	Cost/quarter
4 or less	$ 25.00
5 - 8	50.00
9 - 13	75.00
14 - 20	100.00

15. Attendants can have one evening off per week or one complete weekend off per month. It is the attendants' responsibility to find a substitute attendant. Only authorized attendants can serve as substitute. Attendants planning to take a night or weekend off must notify the student of who the substitute attendant will be.

16. Establishing an open and honest attendant-student relationship is not easy. No attendant-student relationship is perfect, however, some can be more effective than others. When problems arise, attendants and students should openly discuss the situation with one another. Listen to what each other has to say and look at the possible alternatives for resolving the problem. If the problem still exists after attempts have been made to correct it, please contact the Handicapped Student Services Office for assistance. Both the student and attendant should be present when the problem is discussed. Ignoring problems can only result in poor quality attendant care.

MEDICAL EMERGENCY PROCEDURES

If a medical emergency should develop with a student you may be working with, the following procedure is to be followed:

1. Do not make a medical diagnosis of the problem. You are not trained to do so.

2. Always consult with the student *first* to determine the nature of the problem. Inform the Resident Assistant and/or Director of Residence of the problem if emergency treatment is necessary.

3. Attendants are not to transport disabled students in medical emergencies of any kind. An emergency vehcile should be summoned for this purpose.

4. All arrangements for medical assistance including transportation will be made by the Resident Assistant and/or Director of Residence. If neither the R.A. or Director can be located, then Security (ext. 2111) or the Fairborn Rescue Squad should be called (879-2221).

5. Attendants should not decide when emergency medical assistance is needed. It is the student's decision to seek emergency treatment. If the attendant is in doubt, then the R.A. should be consulted. If the student is unconscious, then emergency medical assistance should automatically be summoned.

FIRE AND EMERGENCY EVACULATION PROCEDURES

In the event of a fire or other emergencies requiring evacuation of the Residence Hall, the following procedure is to be followed:

1. Go immediately to the room(s) of the student(s) you attend and make sure the student(s) have evacuated the building.

2. If a student, who requires assistance in dressing, is undressed at the time of an alarm, a robe or blanket will be suitable as a covering. In the event of an emergency, there will not be enough time to assist most students in becoming fully clothed.

3. In a real emergency situation or not, when an alarm is sounded, all students *must exit* the building.

TRANSPORTATION AND RELATED SERVICES ON CAMPUSES: SOME IDEAS ON WHY AND HOW TO FURNISH THEM

Sharon Bonney, Coordinator, Services for
Handicapped, University of Iowa

ABSTRACT

There is no "one way" to establish transportation, parking and drivers instruction on a college campus. Five major questions: Why provide service? For whom? How to identify the need? How should service be provided and how can you evaluate the service? are the basis for a general discussion of the problems encountered in establishing transportation services.

INTRODUCTION

It should be stated at the beginning that there is no one right or wrong way to develop transit services at a University. Some colleges and universities won't need any transit services. Others will need extensive service to offer students as equal an educational program as possible. The following discussion is based on the experiences at the University of Iowa in the last two years as these types of programs were being developed.

WHY PROVIDE SERVICES?

One of the main reasons for the existence of colleges and universities is to take entering students, make available to them all the resources the school has to offer, give them instruction, and successfully graduate them after four or five years with the courage and preparation necessary to live independently and productively the rest of their lives.

Orthopedically handicapped students may need specialized transportation, parking and driving instructions to allow them to successfully compete in the "nondisabled" world. If a student has to physically wear him or herself out just getting to class, how can that person be expected to concentrate, learn and compete in the classroom?

The most obvious reason for transportation on campus is the physical size and layout of the campus itself. Most older colleges and state universities have spread out over a thousand acres. Distances between classroom buildings can be a mile or more. Added to distance problems are terrain problems--hills and gulleys, railroad trails, foot bridges, etc., that are extremely difficult to handle with a mobility impairment. Finally, the more conventional architectural barriers can necessitate the need for transportation. If a campus has curbs instead of curb-cuts at corners and steps in sidewalks which mean taking roundabout routes to buildings, it would be difficult for a wheelchair student to move independently around campus.

Time is another reason to offer transportation. Frequently handicapped persons need more time to dress, shower, eat, etc. This reduces the amount of time they have to spend on going to class, studying, going to the library, etc. Without transportation, these students might have to cut into their "study time" even more to get to and from class, the library, labs, etc.

Also, transportation will allow a student to schedule classes closer together and fill up larger blocks of time for other activities. For example, without transportation a student taking two classes might schedule one class at 9 A.M. and one at 11 A.M. and push home at noon to get there around 1:00 P.M. If the same person could depend on transportation, he/she could be picked up for an 8 A.M. class, take the second class at 10 A.M. and be taken back home by 11:30 A.M.--thus saving an hour to an hour and a half.

If the educational institution is located in a snow-and-ice-belt where temperatures reach 20° to 30° below zero, transportation is a must. Getting into buildings with snow covered ramps and icy sidewalks is hard enough after the bus drops them off without expecting persons to push a mile to get there.

Summer heat can be just as immobilizing as winter snow. Quadriplegics frequently cannot perspire and run the risk of heat strokes if exposed to heat and humidity for very long. Not just transportation, but air-conditioned transportation can make a large contribution to the continued health of students.

Many disabled people have a hard, if not impossible, time transferring from wheelchair to car seat. Quadriplegics frequently cannot grasp a steering wheel either. These people would not be able to drive cars independently and would need transportation using a lift vehicle.

Students who have their own cars should be encouraged to use them. Individual independence makes more space in specialized transportation which is for those persons who are unable to drive and ambulate themselves.

Students who drive themselves will have even greater flexibility in scheduling classes. In many cases they will be able to park closer to the building entrance if they drive than they could if they rode the transportation system.

A goal of handicapped programs should be to promote independent living. One way to further this goal is to provide twelve-foot wide parking spaces for handicapped drivers and have them take responsibility for themselves.

After a student graduates, there is usually an adjustment period needed for the student to get used to living away from an accessible campus and living in a less ideal world not specifically designed for handicapped persons. This is the world he/she will have to live in and the campus experience should prepare a student to cope. There are limited numbers of specialized transit systems in the United States and handicapped persons will have more freedom and mobility if they can drive themselves.

Travel by airplane, train and bus is becoming easier and many travel agencies are arranging tours for handicapped persons; it is still inconvenient to travel by carrier and then arrange transportation at the destination point.

CRITERIA FOR PROVISION OF SERVICE

A general rule that has been followed at the University of Iowa is: any student, faculty or staff person, with a permanent or temporary disability, who cannot utilize public transit and a personal car should be allowed to use transit services provided. However, there are several limiting factors which may not allow a school to offer such an open system.

When a system is being developed, the first question to ask is: what type of vehicle will we have and how many people can the system handle?

It may be necessary to immediately limit the clientele only to students or only to students living on campus. Another means to limit service is to provide service on a priority basis--class trips first, medical trips and then job trips. Another way is to take first request, first-served basis and not worry about the category of person being served. It is probably a good idea to make class trips for students as the priority run and priority clientele.

If the transit system is set up on a fixed schedule, i.e., take students' class schedules for the week and make one master fixed schedule for the week, then "free time" or "low-use times" will show up. At these times, nonpriority runs for nonpriority persons could be made.

Requests frequently come from groups that are not affiliated with the sponsoring institution for use of the transit system. Each institution will have to decide if its vehicle(s) can be used for noninstitutional use in terms of available time, drivers, insurance, etc.

There is a very fine line in some cases between a college transit service offering rides to disabled students and the specialized transit systems run by cities or counties or the taxi companies which transport handicapped persons. The quasi-public systems must charge fees to stay in business. These companies must, in many cases, sign off and give their approval for a new transit system to be established which will compete with their services. Because of this, college transit systems must be careful about whom they transport and to where they transport. It may be necessary for some systems to stay exclusively on campus and leave all other trips to the other companies.

Criteria used for identifying the need for transportation, parking permits and driver training closely parallel the reasons for providing the service. The most obvious criteria is that people repeatedly request transportation, reserved parking spaces or driving instructions from the offices providing services for handicapped persons.

One criterion to watch for, then, is the number of requests, FROM DIFFERENT PEOPLE, that come to the office and the *reasons* for the request.

Another criterion is the terrain of campus, its size and layout. If campus is small and compact, or, if it is fully enclosed with indoor connecting tunnels, then that campus may not need a transit system. It would probably need parking spaces, however, for those people who commute or who store their cars while they live in the dorms. Campuses that are very hilly, spread out, and located in geographical areas of weather- and temperature-extremes will probably need transit and many parking areas. Some campuses are commuter campuses where all students and employees park in the periphery of campus and take buses into the center of campus. This type of campus will definitely need a specialized transit system and/or many scattered reserved parking spaces.

There are also legal reasons for offering transit and parking spaces for disabled students. Many campuses have bus service on campus for nondisabled students which is partially or wholly funded through student fees. Disabled students pay the same fees but are unable to use the service. Secondly, if these college bus systems receive federal funds for capital equipment or operating expenses, then they must provide transportation for disabled persons as well. Discrimination complaints could be filed against schools not offering services to disabled students if they offer it to nondisabled.

Perhaps the first question to be answered when deciding what criteria to use is: are there disabled people on campus? If not, why? Is it because they cannot get around campus independently, or is it some other problem? If transportation were provided, would more people come to school? Is one of the school's goals to "recruit" more disabled students? If so, then transportation is one good way to accomplish that goal.

Another criterion to look for is the number of parking tickets issued that are appealed by disabled persons. Are they being ticketed for parking too long in one spot (meter violations) because they cannot finish their business and get back to their car in time? Are they being ticketed for parking in illegal (but perhaps barrier-free) locations? Are they taking two parking spaces instead of one to insure that they don't get parked in? All of these are indications that reserved, twelve-foot wide spaces are necessary and that parking lots need curb-cuts to sidewalks so that a person can get out of the lot. Parking meters for handicapped spaces should also be longer term meters to give a disabled user adequate time to return.

HOW SHOULD THE SERVICE BE PROVIDED?

The complex question of how the services should be provided cannot be answered in a blanket statement that would cover the needs of every institution.

Two personal biases of the author can be stated, however. One is that the offices of disabled student services should not run transportation services. The day-to-day operation of the system should be supervised by an existing campus department, i.e., motor pool or the bus system, that has the expertise, knowledge and equipment to keep the vehicle(s) on the road.

The second bias is that all reserved parking and sticker issuance for disabled drivers should be handled by the college or university parking office that issues stickers for all other drivers. This procedure avoids the hassles that can arise if the office for disabled student services is asked to authorize all disabled drivers before parking permits are issued. Disabled student services offices aren't familiar with all disabled people who attend school and this adds another unnecessary layer of bureaucracy for the disabled persons to go through.

There are three major ways to provide transit and each way depends on the funding source: private, volunteer, or university-provided.

If there is an existing local--city or county-wide-private transit system operating, then students could pay for their own transportation to and from campus. Normally these transit systems bring people to and from campus once a day. Once on campus, however, these people would have to move around independently. Third-party payment from Vocational Rehabilitation and elsewhere are often used to provide these services.

To initiate a system with few funds, volunteer drivers can be utilized. There are *many* problems with this arrangement however. The first problem is finding a vehicle owned by the college or university that can be rented for long periods of time, then finding insurance coverage for nonuniversity volunteers to drive the vehicles. If university personnel *must* drive university vehicles, then the pool of volunteers is limited almost exclusively to university students. The institution probably will not have a vehicle with a lift to rent, so the system may have to use a station wagon for the vehicle. It is suggested that a university vehicle be rented because renting from a car rental company can cost more than $500 a month including mileage.

The biggest problem with the volunteer system is the volunteers themselves. They tend to be unreliable in their attendance unless they are truly committed to the program. Also scheduling volunteers, and being able to stick to any schedule, is extremely difficult. Additionally, the hours of service are limited under the volunteer system and spontaneity is lost. Students cannot decide to take a trip somewhere and go unless they have arranged for it in advance.

The most flexible and satisfactory method of providing service is to have the educational institution own and operate it. This system requires much commitment in terms of money and personnel from the university. It requires money for the vehicle(s), operating, maintenance, and drivers' salaries as well as people to set schedules, take ride requests, etc.

The question of free service versus fee service must be answered before any type of system can be developed. Whichever method is selected, then all consumers should be treated equally. It is difficult to justify charging some people and not others. Even if a third-party pays for transportation, those persons who do not qualify for third-party services either have to pay the fee themselves or not get services. The third-party fee arrangement also practically forces some people to become clients of Vocational Rehabilitation or Social Services when they don't really wish to be clients.

Another aspect of the fee questions is: will the fee be nominal per ride (a quarter like city buses for instance) or will it have to cover cost of operating the system. If it has to cover operating and capital expenses, then the system needs a lot of riders to make the cost reasonable and it is not always easy to pin down the number of permanent riders before starting up a system.

The level of funding will have a great affect on the hours of service. With very limited funding, service may be provided only during the daytime hours of 7:30 A.M. to 5 P.M. Evening and weekend class trips may not be covered. If funds are less limited, evening and/or weekend services may be feasible.

The type of service offered will probably depend on the number of vehicles in the fleet. The three possible types of service are demand responsive (Dial-A-Ride), fixed schedule (like metropolitan systems), or a combination of the two.

It is difficult with one vehicle to design a fixed schedule system that will serve the disabled student population. One vehicle cannot meet class schedules when students need to arrive at class the same time students are leaving from class. To manage this type of system at least two vehicles are needed. They can run the same route at different times of the hour to drop people off and then pick people up at another time. If the fleet of vehicles is adequate to handle a fixed schedule system, this system is the easiest to manage. It eliminates the need for getting student schedules and remembering where students are and who needs to be picked up at what time. It was experienced at the University of Iowa that students could not meet the fixed-schedule fixed route system and they stopped using the system until it was changed.

Pure demand responsive systems probably would not work well for a transit system serving student clientele. It would be cumbersome for a student to call ahead every day to arrange transit for the next day when his/her class schedule is the same each week.

A combination of demand response and fixed schedule works best on a campus but this system calls for coordination between students, dispatchers, and drivers. Students have to provide a class schedule outlining where they will be picked up, where they are going and when to pick them up again and take them home or to their next class. From these schedules, a master schedule of class trips can be made. If the peak times are too full, some students will have to change their schedules so that everyone can be accommodated. Before registering, students should be told to schedule classes back-to-back if they can; or if they must, to leave an hour between classes, if they need transit to class.

The master schedule will automatically have lighter-use times built into it after class runs have been scheduled. These are the times available for students to schedule demand-response rides. Depending on how sophisticated the service is, students can request drivers to deliver the ride immediately, or schedule it for some time in the future; or students can call a central dispatch which would have a master schedule and schedule the ride whenever the need and available time synchronized. The fixed-schedule, demand-response system has proven very effective in delivery of reliable and responsive service.

It should be stressed again, that to meet the student's educational goal of successfully completing a degree, the transit system should meet the disabled students' top need. Therefore, runs will have to be given priority status with class trips as first priority.

The ideal vehicle, in a few more years, will be the Transbus which eventually should eliminate the need for "specialized" transit systems. Until then each institution will have to decide which type of vehicle and how many they can afford to put into service.

It was mentioned before that renting a station wagon would be the chapest solution to the transit problem for a small number of consumers. The major drawback is that students who cannot transfer easily from wheelchair to car cannot easily be served. Students in electric wheelchairs cannot be transported because the chairs do not fold and they are heavy and bulky to lift into a station wagon in one piece. Typically, a station wagon cannot carry more than two wheelchair users and one ambulatory consumer plus a driver. Thus the number of people to be served is greatly reduced.

WHAT CRITERIA ARE USED TO EVALUATE THE SERVICE?

A lot of data should be collected from the first day of operation to evaluate a transit system. Evaluations should be done quarterly, when the system is new, until the service is designed for maximum use at the particular university. The following data should be kept daily and tabulated monthly:

1. A complete notation of the number of rides given per day should be kept and compiled into a monthly total figure.
2. A complete listing of the number of trips taken by a person in a wheelchair, by crutches/braces users and by ambulatory persons should be kept daily.
3. A beginning mileage and ending mileage for each day of service should be kept and a daily total figure derived.
4. A list of the number of known persons not being served (if any) by the system should be developed to improve the service in the future.
5. If there are requests for demand-response service that cannot be met, the reasons for refusal of request and the number of refusals should be detailed and compiled.
6. It is inevitable that students, faculty or staff will not always be at the appointed place at the appointed hour. If possible, a follow up on these "no shows" should be made to determine if the problem is with the transit system or with the person. Also, people may be at the appointed place at the right time, but not get picked up. The reasons for missed rides should also be followed up. The reasons for missed rides will probably throw more light on internal transit problems than no-shows will.
7. Comparing the ridership numbers from one semester to another can show if the system is providing more or less service.
8. A great indication of the quality and adequacy of the service is the number of complaints or the number of constructive comments that come from the riders.
9. A total number of hours of operating time should be kept from start-up to finish.
10. The total number of passenger service hours or those times in which passengers are being transported should be kept.
11. The total number of hours in which a vehicle is in operation (or on call) but does not have a passenger on board should be kept.

EFFICIENCY ANALYSIS

Using the above data compilation, an efficiency analysis can be developed for the transportation system. Four defined efficiency indicators will assist in the evaluation of the level of operational efficiency. The efficiency indicators are:

1. The level of productivity equals the number of passenger trips divided by the total hours of operation of a vehicle.

2. The level of vehicle utilization is defined as the number of passenger service hours divided by the total hours of operation.

3. Hourly operating costs are the costs of operation (fixed overhead, labor expenses, and vehicle expenses) divided by the total number of hours of operation or vehicle hours.

4. The cost per passenger trip is defined as the hourly operating cost divided by the level of productivity.

The Iowa Department of Transportation is using a figure of $2.50 per passenger trip as an ideal. The author feels that between $3.00 and $4.00 would be an efficient system.

OHD Transportation Demonstration Program Technical Assistance Memo B lists the national norm of productivity between 2.7 and 3; hourly operating costs between $10 and $12 per hour; and, vehicle utilization between .500 and .900. The smaller the number, the more inefficient the system.

CAMPUS TRANSPORTATION AND RELATED SERVICES FOR THE PHYSICALLY IMPAIRED: A DECENTRALIZED APPROACH

Richard N. Maxwell, Ohio State University

ABSTRACT

Many of the nations physically handicapped are unable to take advantage of educational, economic, and social opportunities in their communities, even though they possess valuable vocational skills, an ability to learn, and a full capacity to enjoy social and personal relationships. One of the factors influencing this is the lack of accessible transportation.

For the handicapped individual influenced by a society that holds education, productive activity and personal autonomy in the highest esteem, it could mean a life of loneliness, self-criticism and despair. Why? It is because many handicapped individuals have been discouraged by the attitudes of educational institutions, potential employers, inaccessible facilities and the lack of suitable transportation.

While recent federal legislation has begun to address the problems of attitudinal and architectural barriers, legislation dealing with the elimination of transportation barriers has not had the same impact and intensity. Due to inadequate transportation, a significant number of handicapped people have been discouraged in their attempts to improve their education, find and hold jobs, obtain medical care, and take part in social activities. A transportation system, on campus or in the community, which bars the physically handicapped from its use, discriminates against the population which has an equal right to participate in all opportunities within the campus and surrounding community. The handicapped individual's choice of transportation mode is influenced by the same factors which affect the mode choices of other individuals, but these alternatives are limited to those modes which do not require difficult and uncomfortable conditions, exorbitant costs, or in many cases impossible physical actions.

OSU EXPERIENCE

The initial University-adapted transportation service for physically impaired persons on campus was a direct result of the gift of the Senior Class of 1972. This gift was a fund for the alleviation of architectural barriers on the campus; however, specific funds were designated to purchase two modified vans to transport handicapped persons. They realized that with a large campus area (4,000 acres) and a large population (70,000 students, faculty and staff), modified transportation was critical. The vans were assigned to the University's Transportation Department and operating funds were allocated by the institution. Because of their expertise in this area, the Transportation Department naturally handles the maintenace, training, and assigning of drivers. The overall coordination of services is the responsibility of the office representing handicapped students.

Initially the demand for service was limited due to the small percentage of mobility-impaired students attending the University. In the past two years, the demand for transportation service has increased. We presently transport over 30 severely mobility-impaired students and staff members. Initially, the system was set up to operate within the campus boundaries Monday through Friday 8:00 A.M. – 4:30 P.M., and be a curb-to-curb service. The service has been expanded to include one additional van, 2.5 drivers, and operates as a door-to-door service when required. It still operates Monday through Friday, but the hours have been expanded from 7:30 A.M. – 5:30 P.M. in the evening. Future plans include expanding to evening and weekend service and the addition of a larger modified bus. This vehicle would operate on a fixed route, i.e., loop, and provide curb-to-curb service, enhancing but not eliminating the function of the three smaller vans.

The relationship between the Transportation Department and the

Office for the Physically Impaired is conceptually a natural one. Those in Transportation have the expertise in the areas of maintenance service and the training and scheduling of drivers. Our office is naturally more aware of the needs of the physically impaired students, faculty and staff. We establish policy and do the scheduling and coordination of the service while Transportation actually implements and provides the service. A week before each academic quarter, we give Transportation a tentative schedule of pickups, drop-offs, locations and times, etc. This schedule is modified and finalized within the first three weeks of class. Call-ins, cancellations, special pickup requests are called in to our office; we then alert the Transportation Department. Transportation calls the drivers via two-way radios to inform them of up-to-minute changes. Having the requests come directly to our office allows us to have a better understanding of how the system is functioning and possible problems or abuses of the system. A log is kept of call-ins and this information is good criteria for the evaluation of the overall system.

As numbers of consumers increased, we had to establish priorities for use of the adapted transportation system. The permanently mobility-impaired person has first priority. In addition, the individual with the least transportation alternatives also has top priority, e.g., a quadriplegic versus a mobility impaired but ambulatory person who can drive. Student trips have priority over the trips of faculty and staff. Pickups have priority over returns to dorm or residence. Scheduled trips have priority over one-time pickups. Scheduled pickups are a half hour before the scheduled class or appointment. These priorities in the scheduled pickups are sometimes at the discretion of the driver depending on the demand, the schedule, weather conditions and the area on campus. If there is a serious question of priority or reoccurring problems, the driver will communicate this to our office. We utilize this information to evaluate our transportation service week-to-week, month-to-month, and quarter-to-quarter.

EQUIPPING OF VANS

With the recent popularity of vans, both for the able-bodied and disabled population, there are many types of accessories, e. g., ramps, lifts, and other modifications, which are available. The original two vans had only the bare necessities: a raised roof, a manual fold-out ramp, automatic transmission, and two-way radio. Almost immediately we realized a problem with the raised roof being higher than the ramp entrance to the vehicle. Some persons, particularly those with spinal cord injuries or post-polio, were unable to protect their heads while entering the van. The next problem was with the manual ramp. Some of the transportation drivers have back problems and it was a strain pushing someone up the ramp. Also, during inclement weather the ramp would become slippery and, therefore, a safety hazard. The drivers began to complain and even the Union representing the Transportation Department employees became involved. When power lifts were installed, this problem was quickly corrected.

The securing device used for the wheelchairs is a product of the aircraft industry. The idea was developed for use as a locking device so seats could be removed and space used for cargo. Its conversion to this use was brought to our attention by Magic Carpet, a local taxi service for the handicapped, and its use in the vans has been quite successful. The back wheel is secured in one lock, then another spring lock is slid along a track in front of the back wheel. This scheme secures one wheel and stabilizes the chair. Safety belts are also provied for all persons in addition to small, but none the less important, items such as automatic transmission, to help smooth the ride. The vans are also air conditioned which helps the severely impaired, e.g., spinal cord injured persons, with possible problems in extreme temperatures. All vans are equipped with two-way radios which allows communication with the transportation dispatcher and other drivers. This is extremely helpful when there is a change in scheduling as each driver can be in contact with the other via the dispatcher.

The training of the handivan drivers is particularly important. They must be sensitized and made aware of the needs of their physically impaired riders. This prevents injury and embarrassment to the drivers and the physically impaired rider. Naturally, our office is involved in the sensitization and follow-through with new drivers. This training and awareness includes such topics as body mechanics, correct technique of handling a wheelchair, sensitivity to the balance problems of severely impaired persons, awareness of all safety and emergency procedures, and a sensitivity to the importance of slow and defensive driving. The difference of sitting and riding in the regular seat versus a secured wheelchair is emphasized. It has even been suggested to ask a prospective driver to ride in the van in a secured wheelchair as a passenger to understand firsthand how the ride differs and to what degree bumps, sudden turns and quick acceleration can effect the ride. It must be pointed out even though the chair would be secure and the person would have a seal belt around him/her, quick stops and starts could easily shift the person in the chair and make the ride uncomfortable or even dangerous. The driver must be aware of the different parts of the wheelchair and the best method of maneuvering the chair to the secured position, particularly when there are other wheelchairs in the vehicle. This not only eliminates the possibility of injury but also alleviates possible damage to the chair and possible physical injury to the driver handling the wheelchair.

OTHER REALTED SERVICES

Individual disability parking decals are available through the Office of Traffic and Parking. This decal allows impaired individuals to park proximate to all class buildings, and in special cases, a permanently reserved spot can be assigned to that individual. To obtain a disability permit, the individual must contact our office. Having established a need, we refer the individual to the Student Health Center to have a physician validate their physical impairment. A form signed by the physician is then taken to the Traffic and Parking Office where the permit is issued. This permit may be automatically renewed annually, without reexamination.

There are several handicapped parking spaces in the various campus parking garages and in areas near high use buildings. Parking spaces of greater width are normally necessary for physically impaired individuals who use such aids as wheelchairs, crutches, and walkers. A person who is in a wheelchair must have a wider aisle between parking spaces in which to set out his/her wheelchair and transfer to it. Ideally, at least one space per twenty cars should be designed for use by the physically handicapped person. These spaces should be no more than 100' away from an accessible building entrance. Parallel parking spaces should be 12' wide and 24' long and angled parking spaces should be 9' wide and should provide a 4' wide aisle between cars. Parking spaces specifically designed for handicapped persons should be identified with the International Access Symbol and the wording "Handicapped Parking."

DRIVER'S TRAINING

The rehabilitation facility at the University Hospital has the most complete driver education program for physically impaired individuals in Ohio. This driver education program has six driving simulators, two modified cars and a modified van. Individuals with good use of upper extremities are trained in the two cars and the most severely impaired individuals, particularly quadriplegics, are trained in the specifically outfitted vans. Modifications to the two automobiles include a steering knob to insure a secure grip on the steering wheel and hand-operated accelerator and brake controls. The van is equipped with electric doors, a lift for wheelchairs, and the same type of hand controls that are on the automobiles. The driver's seat is removed and there is a device to secure the wheelchair behind the steering wheel. The first step in the program is to evaluate the prospective driver on the simulator, to determine if the individual is physically able to drive. If the individual is judged able to drive, instruction then begins on the simulators and continues until the individual graduates to the automobile or van.

The average physically impaired individual can complete the program in about ten lessons with each lesson costing $12 and lasting for 45 minutes. The program is not restricted to Ohio State students or central Ohio residents. Many patients and outpatients in University Hospital are eligible to participate in the driver's training program. In many cases an inpatient's insurance policy will cover the cost of driver's training. The Ohio Bureau of Vocational Rehabilitation will pay the cost of modifying a care for an impaired person after he/she obtains a driver's license.

The information for evaluation of the transportation system, the disability parking permit, and the driver's training program generally comes from the individual consumer using the services. We feel that the consumers are their own best advocates and in most cases are able to succinctly and definitively describe their needs or problems with a particular system or service. We utilize input and feedback from the offices and departments providing these direct services. Our office naturally needs a close working relationship with all offices on campus. For the services described above it is essential to have a strong relationship with Traffic and Parking, Transportation, and Health Center, and University Hospitals. In addition to contact with directors of these various offices, we maintain contact with their assistants and other staff members. Particularly with the transportation services, we utilize the input and feedback of the drivers. They have daily contact with the students and the system. Their suggestions and advice is valuable in maintaining good service delivery and planning for the future.

This paper is not intended to be a "how-to-do-it" format in setting up a campus-adapted transportation system. It contains experiences and the unique situation of the adapted transportation and related services at The Ohio State University. Each institution's and campus' needs and resources are different and would possibly require a completely different approach. This paper attempts to give one institution's experience and viewpoint of adapted transportation and other related service with physically impaired individuals.

INTERPRETER/NOTETAKER

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ABSTRACT

The rapid expansion of post-secondary programs in this country has led to equally rapid development of similar support services. Two of the most common services, interpreting and notetaking, will receive review in this paper.

INTERPRETER SERVICE/ NOTETAKING

Thoughts on Interpreting

The term "interpreter" has come under universal usage. Today all persons who perform the function of relaying verbal information in sign language are called "interpreters." In the handbook entitled *Interpreting for Deaf People*, the editors write as follows:

> *In translating*, the thoughts and words of the speaker are presented verbatim. *In interpreting*, the interpreter may depart from the exact words of the speaker to paraphrase, define, and explain what the speaker is saying. Interpreting requires adjustment of the presentation to the intellectual level of the audience and their ability to understand English (Quigley).

Clearly, the present usage represents an oversimplification of the services rendered. We view this trend with considerable reservation since it produces more gray area than clarity.

Interpreting is "becoming." Today the demand for interpreter services far exceeds the supply of qualified persons. Post-secondary programs must compete for available persons who have the skills needed in this type of setting. Hopefully, the development of good quality training programs will result in the resolution of our present dilemma *vis a vis* interpreter supply.

Interpreting is ......? Interpreting is the transmission of ideas or information from one person to another, through the medium of a third existence and experience. We now realize that the problems inherent in normal communications, even when using a common language, are awesome to contemplate. Symbol systems may be constant but conceptualizing experiences are not. When an arbitrary third party assumes responsibility for accountability in a situation involving differing language systems or modes, the potential for abuse, intentional or not, becomes a relevant issue of concern. To allay this concern interpreting must then function as an exacting addition to the helping professions. It is *not*, however, a final solution to the communications needs of deaf persons. Any system that projects the specter of a "cradle to the grave" dependency must be viewed as a threat to individualism and/or self-sufficiency. The interpreting profession exists because better options have not yet been developed. Nor does it appear likely that genuinely relevant alternative systems will be developed in the near future. It is sufficient to emphasize here that, while the interpreting profession has the potential of being a tremendous asset to deaf persons, it, like biogenetics or nuclear research, also has the potential for abuse. The issue is one of strong organization and control. Where good organization exists the potential for abuse diminishes.

Role of interpreter needs more refinement. The present role of post-secondary interpreters varies with the needs of each program. For example, the interpreter is sometimes expected to observe and report student behaviors or difficulties to the coordinator. Also, not infrequently, the interpreters are conscripted for tutoring assignments. The addition of situational or arbitrary functions to the interpreter's role is of questionable virtue due to confidential and professional concerns. The interpreter's role is not judgmental and the virtue of an unqualified personal "instructor" is highly debatable. If interpreting is really a profession it cannot afford to be associated with ambiguous or arbitrary functions not concerned directly with its mission. To do so detracts from the interpreters' commitment to confidentiality and professionalism.

Post-secondary programs use interpreter services. The predominant mode of instruction used in most institutions is verbal communications. In such an environment the hearing impaired student is at an extreme disadvantage unless the spoken word can be made visual. This is not to say that such a format resolves the problem of comprehension but it does offer more inputs than would otherwise be available. The student has a better chance of achieving if she/he has more information to work with. Essentially, this is the rationale for inclusion of interpreters in post-secondary programs.

A number of issues relate to interpreter services. First of all, the criteria for selection usually must reconcile itself witn certain realities. Since interpreters do not come from accredited collegiate or specialized training programs, the variety of skills projected by nominees is very diverse. In this situation, the program usually must select from those who can demonstrate acceptable basic skills and a positive attitude. Inservice training is usually vital to any post-secondary program.

Once the interpreter is selected other issues emerge. For example, what is an acceptable workload? What pay scale and benefits should be offered? Should this interpreter specialize in one technical or vocational area or simply serve wherever assigned? Are we asking for interpreting or translating? How do we evaluate the services offered? Those and other concerns are issues that each program must resolve individually in the absence of standardized norms.

Delivery of services presents challenging dilemmas. Students come from public high schools, schools for the deaf, and vocational institutes. They represent a wide range of achievement levels. Many are of the oral persuasion. Those who do sign often use differing signs or sign systems such as Seeing Essential English, Seeing Exact English, Manual English, The Rochester Method or American Sign Language (Ameslan). Very few use pure Ameslan. Additionally, instructors' frequent reference to technical terms, for which there are no formal signs, results in laborous fingerspelling exercises for the interpreter.

In resolving the issues above the program personnel must consider projected achievement goals; i.e., certificate, diploma, or degree. They must also consider the background, experience, and skill of the interpreters. Although no easy solutions can be projected here a few suggestions might be in order. No interpreter can project all the differing sign systems at the same time. The program must then choose one constant system and add the oral delivery (mouthing). Where achievement levels permit, verbatim translation is a delivery that provides identical sign and oral communication vehicles. In addition, the development of a technical sign system relieves the tedious fingerspelling exercises and provides a better conceptual model for the student.

Perspectives in Notetaking

Most post-secondary programs use notetakers. With the students' vision concentrated on the interpreting services and visual presentations of the instructor, individual notetaking presents unusual difficulties to deaf students. As a direct result, most programs use special notetaking tablets and ask for volunteers to transcribe notes for deaf students. Deaf students and volunteers each receive copies of the notes compiled at the end of each class.

Notetaking is an example of the cure being worse than the curse. As a general view, notes taken by volunteer students reflect the value systems and conceptual or cognitive experience of the notetaker, *not the deaf student*. As such, their value to the deaf student is directly proportional to the syntactical abilities of the deaf recipient. We are assuming, of course, that the notetaker has already performed to the necessary analytical (reasoning) function and now the deaf person must reconstruct the various relevant bits and pieces back into a meaningful whole. The scope of the problem is rendered no less complex when the deaf person had no part in the original analytical process and may not be able to recognize it as such.

The art of good notetaking is rarely mastered. Relatively few persons develop the almost intuitive, intellectual gymnastics necessary to recognize the key elements or events in new material. Most of us learn through the old "tried and true" repetitive method which, while laborous, is effective. The general result of this notetaking endeavor has been the acquisition of--well, notes! The rationale here seems to be that some notes are better than no notes. That argument can be refuted.

Are there viable alternatives to volunteer notetaking? The subject of tape recorders and typed notes has been suggested many times. It takes three hours to type one hour of instruction. The average student has a courseload of instruction of twelve to eighteen hours. Using the twelve-hour estimate it will take thirty-six hours to type notes for *one* student per week. The cost would be $150 to $180. Multiply this times the number of courses involved in an entire program of only moderate size and you have a figure that can reach $120,000 a year for staffing only! Obviously the cost is a prohibiting factor here.

It has also been suggested that instructors permit copies of their notes to be distributed to deaf students. While this approach has some merit and might be utilized, it should be noted that instructors' perspectives are different than the students'. It is not a foregone conclusion that instructor notes will be beneficial.

Some programs utilize "professional" notetakers conscripted from advanced classes or even graduate school. If these persons thoroughly understand the course being taught and the ramifications of the deaf experience, this approach can be very beneficial. There is another thought here that should be expressed; where the notetaking service is done wholly *for* the deaf student a valuable tool of the learning experience is not being fully utilized by the deaf person. It would seem here that every possible tool of the learning process, that deaf persons *can* utilize, *should* be used.

Has anyone ever thought of deaf persons taking their own notes? Horrid thought that it may seem, it also may have merit! The object of supplying support services to deaf students is to enhance existing abilities rather than the present focus on *dis*abilities. When a support service is developed that serves to distract from or divert existing abilities a disservice may have occurred. The fact that deaf students may have to glance away from the interpreter momentarily when jotting notes is not, of itself, a disaster. *And*, much can be done to reduce the possibility of undue loss of input because of notetaking. For example:

1. Courses can be developed to teach the elements of good notetaking.
2. Instructors can be asked to "clue" students in important areas and then pause while brief notes are compiled.
3. Appropriate course summaries can be compiled to be used as basic references and distributed to the class.
4. Students can compare notes and assist each other in building notetaking skills.

While not wholly opposed to the practice of volunteer notetaking (some good exists in every evil) we see the situation from differing perspectives. Deaf persons do have a severe handicap but they are far from intellectual cripples. Supplying notetakers may "free" deaf persons to concentrate fully on the interpreter but this view tends to promote the passive learning experience. Learning is an active analytical-syntactical process and is highly individual. Deaf persons need to be more actively involved in their educational development, not less. Too often programs that emphasize *dis*abilities become formats for negative self-fulfilling prophecies. Post-secondary, or "advanced" programs cannot afford to lose sight of the fact that every student they have is clearly demonstrating exceptional motivation and ability. The programs developed should reflect these virtues.

REFERENCE

Quigley, S. P. and Youngs, J. P. Interpreting for Deaf People. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, 1965.

LIBRARY SERVICES/TESTING

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ABSTRACT

Library resources can be made more accessible by increasing architectural accessibility and services. College tests are used in making admissions decisions, evaluating academic achievement, and counseling. Test selection, administration, and interpretation must be such that the test measures what it purports to measure and not the side effects of disability.

LIBRARY SERVICES

Use of the library is an essential element in college life, but library materials and services are often difficult for the handicapped student to obtain. Architectural inaccessibility denies the wheelchair user the use of stacks and study areas. Printed material in the library is not directly readable by the blind student.

Accessibility of Libraries and Library Services

Library floor plans in new facilities should be arranged to make the facilities wheelchair-accessible. In addition to insuring that the library has an accessible entrance, public rest rooms, elevators, and accessible parking, the floor plan should be arranged so that the width between aisles is at least thirty-six inches, permitting a wheelchair-user to use the stacks. Attention should be made to the minimum turning radius of the wheelchair, an area of six feet square. Carrels and index and reference tables should have a knee clearance of thirty-two inches in width and twenty-seven and one-half inches in height. If the library has turnstyles at the entrance, there must be alternate means of entering the library for those in wheelchairs. Library personnel can be of assistance in many ways. Since it is often not possible to place all materials within reach, library personnel can be helpful for tasks which take little time away from their responsibilities such as reaching out-of-reach books, pulling out card catalogue drawers, assisting in xeroxing or copying materials. If necessary, they can also help by operating elevators, unlocking doors to areas reserved for the handicapped, allowing another student to check out books with the I.D. card of the student, and giving information over the telephone regarding the availability of a specific book to save the handicapped student an unnecessary trip to the library.

Sometimes library assistance can require considerably more time. The 504 Regulation suggests that it is the responsibility of the institution to provide readers in libraries for students with visual impairments. It may also be necessary to have a library aide for students who have limited use of their hands. In a college with a small number of handicapped students, library assistants for the handicapped may find that their time is not well used much of the time, but that there are periods of heavy demand toward the end of the semester. It may be helpful to ask students to reserve the time of a library assistant a day in advance in order to insure best use of this service. A library assistant can be either a volunteer, a work-study student, or a staff person who has received a basic orientation to the library. If a general orientation to the library is provided for all students, deaf students and blind students should be provided a similar service, using appropriate means of communication.

One or more rooms should be set aside to be used by students with visual limitations for work with readers or tapes so that they can have a quiet place to work without disturbing other students. It would be helpful to equip these rooms with tape recorders and typewriters. Other useful equipment in the study room for visually-impaired students might include reading enlargers (e.g., magnifiers or closed circuit television systems for the partially sighted), specially designed lighting fixtures, and reference material in braille or large print. While it is not necessary for the college to provide a braille library, it may be helpful to have some basic reference materials in braille. In considering which braille materials would be most used, blind students attending the school should be included in the planning. The University of Massachusetts/Boston has a braille reference library. The references most often consulted are the foreign language dictionaries, the Bible, and the braille atlas. Students who have purchased braille texts for courses sometimes store them in the braille library enabling other students to use them.

The special reading rooms should also be open to enable readers to tape when the blind person for whom they are taping is absent and to other physically handicapped students who would be working with library aids. At University of Massachusetts/Boston, the Braille Reference Room is the size of a small conference room with a conference sized table. This has been useful for students who set up study groups in their classes by providing a quiet place to meet.

Study Materials for Blind Students

Curriculum material for blind and visually impaired students is often more accessible when transcribed into another medium such as braille, recording tape, raised line drawing, or large print. Although it is technically not the responsibility of the institution to acquire these materials for the student, the college should be prepared to assist the new student in acquiring his own materials. At University of Massachusetts/Boston, we make an effort to order as many books on tape as possible before the semester begins. We do this by obtaining the book list from either the bookstore or the teacher and ordering what we can from Recording for the Blind (RFB). RFB, the major source of tape-recorded college books, is a free national lending library with over 35,000 taped texts in its catalogue. (Recording for the Blind, Inc., 215 East 58th Street, New York, N.Y. 10022). After ordering what we can from RFB, we investigate other sources for tape and braille. At one time we considered starting a tape library on campus, and decided that it was not necessary to duplicate other sources of tape materials.

This process of ordering books in advance is especially useful for students who are new to the college or who must be away from the area during the period before the first day of classes. The university policy of preferred pre-registration for handicapped students is valuable for us, enabling us to plan ahead. If the college takes on the responsibility of acquiring reading materials for blind students, it is critical that the blind student be involved in the process and be encouraged to do as much as possible for him/herself. The ability to acquire one's own reading materials, independently, is a survival skill in professional life.

The following are several excellent general references on finding course materials for visually handicapped students:

1. Gollay Bennett. A College Guide for Students with Disabilities. Cambridge, Abt Publications, 1976.
2. Maurer, Marc, ed. Handbook for Blind College Students. Des Moines: National Federation of the Blind, Student Division, 1975.
3. "Sources of Reading for the Visually Handicapped." New York: American Foundation for the Blind.

TESTING

This paper will address three kinds of tests: admissions tests, course examinations, and tests used in counseling. Tests are used to measure potential for academic work, achievement, vocational aptitude and interest, and personality. Test results weigh heavily in determining admission to college, grades, and career choice. It is important that tests measure what they are intended to measure and not the side-effects of physical disability. Poorly administered tests are obviously unfair. As an example, a college biology student failed a lab practicum exam because she could not see through the microscopes; the instructor felt it would be unfair to move them for her. More subtle testing errors involve students with disabilities impairing manual dexterity; they need additional time in which to complete a time test.

Accommodations in testing are necessary whenever a handicap interferes with the test's ability to measure whatever it is supposed to measure. The student should be involved in deciding how the test should be given. For example, not all blind people read braille. It would be as unfair to give a braille exam to a person who does not read braille, as it would be to give a blind braille-reader a written exam with no assistance. Accommodation, however, must not become indulgence. It is a disservice to students when they are allowed to believe their work is better than it actually is. The content of exams, especially course examinations, should be the same for everyone, with flexibility only in administration procedures.

Admissions Testing

Many colleges require some kind of standardized exam as part of the admissions application. While consistent admissions standards are necessary to determine college ability, the standardized admissions exam may not be the best measure of ability of handicapped students. Although many of the major testing services will allow for adapted test administration, rarely are norms established for tests administered under special circumstances.

In evaluating test results in the admissions process, it is important to remember that special circumstances can somewhat alter the nature of the test. Some modified admissions procedures may lower test scores; conversely, other procedures, such as untimed administration, can inflate scores. In some circumstances it may be considered appropriate to waive these exams and make admissions decisions on the basis of other factors. We encourage all applicants to make every effort to take these exams. Handicapped students should know that they have had to complete the same procedures as every other applicant.

The Regulation implementing Section 504 addresses admissions testing in section 84.42.

> 84.42 Admissions and recruitment
>
> (b) Admissions. In administering its admissions policies, a recipient to which this subpart applies:
>
> (2) may not make use of any test or criterion for admission that has a disproportionate, adverse effect on handicapped persons or any class of handicapped persons unless (i) the test or criterion, as used by the recipient, has been validated as a predictor of success in the education program or activity in question and (ii) alternate tests or criteria that have a less disproportionate, adverse effect are not shown by the Director (of the Office for Civil Rights) to be available;
>
> (3) shall assure itself that (i) admissions tests are selected and administered so as best to insure that when a test is administered to an applicant who has a handicap that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's ability or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure); (ii) admissions tests that are designed for persons with impaired sensory, manual, or speaking skill are offered as often and in as timely a manner as are admissions tests; and (iii) admissions tests are administered in facilities, on the whole, are accessible to handicapped persons; . . .
>
> (d) Validity studies. For the purpose of paragraphs (b)(2) of this section, a recipient may base prediction equations on first year grades, but shall conduct periodic validity studies against the criterion of overall success in the education program or activity in question in order to monitor the general validity of the test scores.

The Admissions Testing Program of the College Entrance Examination Board. SAT and PSAT are available in regular type, large type, braille; Math in 1956, in Nemeth code, or in 1965 revised Nemeth code; by reader and/or an amaneunsis (writer) is permitted if necessary; untimed administration is also permitted. The student must make arrangements by submitting a special registration card four weeks in advance. Achievements are not available in Braille or large type, but the student may use a reader and/or an amaneunsis.

The Boards can be administered by a school official on dates other than national testing dates. The University can be helpful by arranging for test administration when it is difficult for the student to be tested in the high school. For more information, write the College Board Admissions Testing Program for the Handicapped, P.O. Box 592, Princeton, New Jersey 08540.

American College Testing Program. ACT Assessment is available in Braille, large type, and on tape cassettes. Depending on need, students may rely on readers or take the test untimed. Designate a testing supervisor and request The Special Testing Guide and Special Registration from ACT Test Administration, P.O. Box 168, Iowa City, Iowa 52240.

Graduate Testing Programs. The Abt Directory recommends that disabled students inquire whether the graduate program requires the admissions tests of handicapped applicants. Many of the testing programs offer alternatives to the usual method of administration. Some of these are listed in the Abt Directory. More information can be obtained by writing to the testing service.

Course Examinations

The Section 504 Regulation refers to course examinations in paragraph 84.44:

> 84.44 (c) Course Examinations. In its course evaluations other procedures for evaluating student's academic achievement in its program, a recipient to which this sub-part applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best insure that the results of the evaluation will represent the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors which the test purports to measure).

Obviously, physical disability may present limitations in test selection and administration.

The purpose of adapting examinations is to equalize, as far as possible, the testing situation for disabled and nondisabled students. Possible adaptations include:

1. Use of Braille, tape or live reader. When a technical or foreign language test is given, it is important to use an informed reader.
2. Presentation of instruction for tests given to deaf people by means of total communication or writing rather than voice alone, if necessary.
3. Elimination or adaptation of test items which are beyond the physical capability of the student (e.g. in lab or shop tests).
4. Use of an amanuensis for person unable to write. An informed amanuensis is needed in technical or foreign language tests.
5. Allowing the student to tape or present oral responses to exams. (This alternative should be used only when the test is measuring mastery of course information and not writing skill. Since writing and speaking are such different media, this option may be overused at the expense of a clear writing style.)
6. Modification of time limitations. The issue of how much extra time is fair is clearly not an easy one. Encouraging the instructor to negotiate this with the student will enable the student to acquire a better knowledge of his/her own capabilities.
7. Use of take home exams.
8. Use of typewriter. Blind students can usually type essay exams if given a reader or tape recording of the exam and a typewriter.
9. The student is an important resource in determining the best medium for the test. The student and faculty member should meet early in the semester and agree on the appropriate alternative. At University of Massachusetts/Boston, The Handicapped Center schedules writers, readers, monitors or low-vision aides when given fair notice of the test date. It is very important that tests be given in a quiet, appropriately lighted area without distraction. Students in wheelchairs should have a table of an appropriate height on which to write the test.

Even with modifications, some tests present difficulties. Complex multiple choice and matching questions administered orally place the blind student at a disadvantage by requiring the student to hold many responses in mind. It might be helpful to point out this fact to instructors in the habit of using this kind of exam question.

Tests Used in Counseling

Some colleges use vocational-aptitude and interest tests, and personality tests as part of the counseling or vocational development process. As in all testing, attention must be paid to selection, administration, and interpretation of tests.

Test selection should take into account the limitations imposed by physical disability. Does the test contain items in which visualization, ability to communicate, and language skill are key factors? For example, in tests requiring verbal facility, test results of individuals with a severe early hearing loss may reflect language problems rather than what the test was intended to measure. Adaptations in administration should equalize conditions for able-bodied and disabled individuals. In interpreting scores, it may be important to consider the difference in life experience between disabled and nondisabled. The tester should also consider the relevance of using norms standardized on nondisabled population.

There is literature on these issues which should be consulted. A comprehensive survey of psychometric tests and their applicability to disabled individuals can be found in June Foster, Stoke, Kapisovsky, and Kriger, Guidance, Counseling and Support Services for High School Students with Physical Disabilities, Cambridge, MA,: Technical Education Research Centers, 44 Brattle Street, Cambridge, MA 02138, 1977.

COURSE MODIFICATIONS/ADAPTATIONS OR WAIVERS

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ABSTRACT

"Course Modifications/Adaptations or Waivers" presents a philosophical framework justifying alternative teaching styles for disabled students. An action plan for modifying existing courses as well as assuring the feasibility of new courses is presented.

If any group of people could be cited for their ingenuity and creativity in finding alternative routes to their goal, surely that group would be disabled individuals.

Disabled students may find that the seemingly most direct, or traditional route to their destination is often blocked. In reality, disabled individuals may experience that the alternative, "Using the side or back door," is more the rule than the exception.

The specific alternatives this paper will discuss are course modifications, adaptations or waivers for handicapped students in a postsecondary institution. Prior to the signing of the regulations implementing Section 504 of the Rehabilitation Act of 1973, disabled persons often had to rely on their ability to persuade others to accept various alternatives. Now with 504 mandating that

> No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any program or activity receiving federal financial assistance.

Compliance to 504 is required both architecturally as well as programmatically. Legally, this means all institutions receiving federal funds must make their courses and programs accommodate handicapped students.

Necessary modifications may include changes in the length of time permitted for completion of a program, substitution of specific courses, and the adaptation of the manner in which courses are conducted.

Alternatives to "traditional" teaching and learning styles have been used for a variety of reasons in education in general and higher education specifically. Self-paced learning, individualized instruction and cooperative learning programs are but a few of the alternatives often used in higher education. Ideally, institutions could be flexible with policy and faculty with specific requirements so that each individual's needs are met in a learning environment that would maximize his/her potential.

Very few people go through college without asking for exceptions or alternatives at some point or another. For example, one student, because of illness cannot take the final exam. This is a rather standard problem and exceptions requiring alternatives may or may not be an option depending on the instructor and his/her flexibility. Because the problem is standard and has been faced time and again, the options require little creativity--a take-home exam, a time extension, etc.

Two important facts need to be remembered as we discuss alternatives as they relate to students with disabilities: first, alternative teaching and learning styles have already been developed in higher education. There is no need to re-invent the wheel just because we are now focusing on the specific population of disabled students. Various formats are already available to us. All we need do is creatively work with existing resources to establish the link between higher education and the disabled student. (Gallay & Bennett, 1976) Second, alternatives to traditional teaching and learning styles need not be looked at as second rate. Every person learns in a slightly different manner. Different does not mean better nor does it mean worse.

Alternative modes need to be investigated when either the content or the teaching style presents a barrier to the handicapped student. When presented with some of the problems disabled students face, the options may require not only a greater amount of creativity to think of a solution, but also more resources as well as more flexibility on the instructor's part.

Alternatives may be needed, for example, in the case of a quadriplegic with minimal use of his hands faced with a biology lab.

A traditional biology lab presents several barriers for this person: high counters, heavy and very delicate equipment, precision tools requiring good manual dexterity, and probably counters that are situated in a way so as to restrict freedom of movement from one part of the room to another. There are a number of options in this situation:

1. A paid mobility assistant functioning as the person's hands could help with the dissections, microscopes, etc. The student would not be graded on the dissection itself, but could be responsible for lab procedures, defining placement of tools to dissect, knowing the function and placement of all the organs on the practical exam, etc.
2. A lab partner or volunteer could assist with dissections, microscopes, etc. Again, the student would not be graded for work he did not do; i.e., the dissection, but would be required to know all the information for the practical exam.
3. The lab part of the course could be waived.

This writer believes a waiver in this situation and in almost all situations does a disservice to the student as well as to the institution that included this requirement as part of the core curriculum necessary to attain a BA or BS. We must trust that the curriculum committee that originally put eight hours of lab science in the general education requirements had a reason to do so.

There are a number of processes involved in deciding a student's competency:

1. Standardized admissions tests and other screening methods.
2. Counselors who help guide the student, hopefully, encouraging the student to follow his/her interests although pointing out factual information that may constitute obstacles for the person.
3. Instructors who judge competence in the individual courses, reflected by grades.
4. Accrediting agencies.
5. Certification and licensing boards.

The example of a quadriplegic in a biology lab highlights adapting a specific course. In a situation of a paraplegic wanting to enter a program in Occupational Therapy, the program as a whole as well as specific courses might need adaptation.

People in guidance, counseling and placement services must be careful to ensure that qualified disabled students are not counseled toward more restrictive objectives than nondisabled students with similar interests and abilities.

Before 504, a paraplegic applying to Occupational Therapy School, may or may not have been admitted, depending on the attitude of the Admissions Department. Even now, after 504, it would not be surprising to hear that a student had been discouraged from continuing, even though there are paraplegics functioning as Occupational Therapists. All the disabled Occupational Therapists this writer is aware of were injured during their training and permitted to continue, or injured after their training.

In this example of Occupational Therapy and in countless others, it is clear that traditional methods of testing competency may need to be modified or adapted. But in most cases the disabled person himself or another individual functioning as his advocate, could work with the instructor in developing activities where competency could be shown. Often it may be assumed the disability would disqualify a person, when actually the competency is not being used as the basis for the decision.

An alternative for the O.T. Certifying Board would be to certify the person via the usual manner (written test) and realize the physical limitations are obvious to the employer. If a small person were a Certified Physical Therapist, the employer would realize that person's strength limitations.

In the same way, the employer would have to consider what role this Occupational Therapist would play. In a large spinal cord injury center, she/he could prove invaluable in Activities of Daily Living (ADL) with other patients. In a smaller setting where there was to be only one Occupational Therapist and the employer would expect this person to take on more physical responsibilities, it may not be feasible.

In this example of a paraplegic

Occupational Therapist, there was some precedent for the disabled person to prove feasibility. In other situations disabled individuals may want to pioneer totally new areas. If the disabled person is willing to invest his/her time and energy, fully aware of the problems of finding employment, is it the training facility's prerogative to deny the individual continuance?

Those in the business of *training* need to be flexible with their allowance of completing the courses with whatever adaptations or modifications are necessary. In addition, the supportive service, be it a mobility assistant, an interpreter, or adapted equipment, should be available to all disabled students.

The aim of supportive services is to minimize an individual's disability to the greatest extent possible. Hopefully, the supportive service in conjunction with course modifications, can equalize the disabled student's situation so she/he can compete on the same basis as the nondisabled student. Closing doors to training opportunities denies the disabled student the right to compete.

As was mentioned earlier, the service of adapting courses and programs to individual needs would be most helpful to any student. It is imperative, however, that an action plan for a smooth procedure in adapting classes for handicapped students be established. If an action plan is not initiated before the first adaptation is necessary, it is probable that the first few disabled students needing alternatives will get bogged down in red tape.

One person on each campus needs to be identified as the "enabler/advocate/service provider/coordinator" of services for handicapped students. This person is most effective when she/he is administratively an integral part of the institution and accountable to the institution. Some institutions have chosen to house a counselor from an outside agency, such as Vocational Rehabilitation. If this is done, it should be done in addition to the institutional person who would act as a liaison to a variety of agency counselors and would be the key person to initiate the course adaptation action plan that follows.

RECOMMENDED ACTION PLAN FOR ADAPTING COURSES AND PROGRAMS FOR HANDICAPPED STUDENTS

Step #1

A committee composed of the following persons should be established.

A. Three or four disabled persons, with a variety of different handicaps, who have attended college for a minimum of one year.

B. An interested faculty member who has demonstrated a sensitivity to handicapped students by successfully adapting a course.

C. The institution's advocate person for handicapped students (enabler, coordinator, etc.). This person needs to be familiar with campus and community resources.

D. Learning Specialist, familiar with instructional design and alternative teaching and learning styles.

Step #2

The adaptation committee needs to meet with a content specialist from each division to discuss any problems that could arrive in program or course content for disabled students. Adaptation and modification ideas can be discussed at this time and appropriate action could then be taken to effect this change. The final evaluation criteria of any adapted courses would be that the objectives of the adapted course plan be consistent with the objectives of the original course or program plan.

Step #3

The adaptation committee needs to set up a systematic way of discussing with faculty teaching styles and methods as they relate to handicapped students. Possibly holding inservices would be valuable on this topic if an inservice structure is already functioning at the institution. Another way would be to hold meetings with all the faculty from each division. Discussion could be started by providing information that would help an instructor understand ways she/he could adapt methods to make it easier for the disabled student.

Example: Teaching Method: Break into discussion groups. (Class has several deaf members.)

Suggestion: If more than one deaf student in the class needs an interpreter, the instructor could contact the supportive services office the day before so one interpreter for each discussion group could be provided.

Step #4

The adaptation committee, or one of its members, needs to become an integral part of the curriculum planning process so that all new courses are designed with disabled students in mind.

All of the above-mentioned plans can be technically carried out, but if there is not an atmosphere of acceptance among the administration, faculty, staff, and students, and a sincere concern to meet the needs of disabled students, the institution will still be inaccessible. There is no way to legislate attitude.

The handicapped students and the advocacy office for them need to seek all ways possible to raise the consciousness level of everyone at the institution. Then and only then, will there be no need to adapt classes and programs, move furniture, or modify buildings. The people in the initial planning stages will be well aware of disabled students. This is the ultimate goal.

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COURSE MODIFICATIONS/ADAPTATIONS OR WAIVERS

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ABSTRACT

This paper discusses Hofstra University's approach to course modification, adaptations and waivers through their Program for Higher Education of the Disabled. The University engages in a program of individualized need assessment, taking into consideration the particular potential and limitations of the student and the University's obligation to assist in providing the fullest educational opportunities available.

The Office of University Advisement includes a Director whose sole responsibility is working with the disabled student in achieving his/her educational goals.

This paper, though presented by myself, is co-authored by Dr. Maureen Murphy, Director of the Hofstra University Program for the Higher Education of the Disabled (PHED). In looking over the assigned topic and the list of suggested outline questions we decided that it might be best to approach the topic on both the philosophical and practical levels. We will attempt to interlace these two approaches wherever possible in order to avoid causing needless confusion.

Educational institutions in the United States are mandated by Section 504 to provide equal access to higher education for the disabled student. Though the law covers other educational levels we will confine our remarks to the college level. While the legislation can regulate behavior and/or mandate modification it cannot legislate attitudes. It is for this reason that the law will succeed or fail. We feel, therefore, that the question of why should the service be provided can best be answered along with such other self-examining questions as "why do we exist?" Hofstra has, historically, maintained and supported a commitment to higher education for *all* students. We believe that this commitment is a fuller realization of the goal of all education--to raise the individual to a new level of understanding. New levels of understanding are not achieved solely in the classroom but are available, if accessible, in the many activities which comprise university life.

Having chosen to serve all students the university or college is now confronted with the necessity of discovering those students who are in need of course modifications or waivers. It is difficult to use a set of established criteria and hope that all cases within the university will fit within the parameters. Optimally, these decisions should be made on an individual basis. Hofstra approaches this question by maintaining a Director for the PHED students in the office of University Advisement. Dr. Murphy and one or two other part-time counselors are available to discuss programming and course selection in a one-to-one setting. Perhaps Hofstra's greatest asset in this decision-making process is the flexible core curriculum. There are no University requirements which are routinely waived for Hofstra's disabled students. For example, there is a science requirement but it does not mandate a laboratory science. Language requirements may be fulfilled by substituting a course in Comparative Literature for a French or Spanish course. The alternatives available are available to all Hofstra's students, disabled or not.

In an attempt to identify and assist disabled students, Hofstra includes in its application for admission the following two questions: "Have you any physical disability, chronic disease, or other physical condition that Hofstra should know about?" "If there are any emotional or psychological problems that you feel we should know about, in order to advise and help you toward your educational goals, please explain." The inclusion of these two questions has assisted our admissions, financial aid and advisement staff in working with students and anticipating problems rather than last-minute "band-aiding" of situations.

If the student chooses to answer the question(s) she/he is invited to interview with an admissions counselor and the PHED coordinator. This is done on the undergraduate level primarily. The graduate students are sent a list of services provided but no such questions appear on their application.

Advisement services which are used to determine the need for a course waiver are provided at three levels at Hofstra. All students are assigned a departmental advisor. They may seek advisement from the office of the Dean of their particular branch of the University or utilize the services of the office of University Advisement and its PHED Coordinator and staff. Hofstra has discovered that while it is both desirable and necessary that all students become acquainted with department advisors, it is usually the office of University Advisement which does the "troubleshooting." It is regrettable that faculty advisors are often as ill-prepared to deal with a disabled advisee as they are to deal with a disabled student. The office of University Advisement, therefore, serves as a clearinghouse for the PHED student.

The means of evaluation presently used at Hofstra is student feedback. The PHED Coordinator meets with the Disabled Students' Organization to listen to their complaints or suggestions. Since those working with the disabled students at Hofstra have a good rapport with the students, there are few situations which are not brought to the attention of the team or one of its members. Of significance at the administrative level is feedback on the whole advisement procedure. The procedure is reviewed by the staff in the hope of preventing any future problems which may have presented themselves.

It has been our experience that it is sometimes the professor who is the problem and not the course or location. We have moved classes from one building to another. We have waived requirements for those who were prevented from fulfilling them. Now we will try to modify attitudes through sensitivity sessions for faculty and administrators. It is frequently the geography of the human heart which proves to be the greatest architectural barrier.

TOWARD A COLLABORATIVE AND PROCESS APPROACH: LIFE CAREER DEVELOPMENT AND PLACEMENT WITH THE HANDICAPPED STUDENT IN POSTSECONDARY EDUCATION

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ABSTRACT

The paper discusses two basic principles relative to career planning and placement services with the handicapped student in postsecondary education: (1) the life career development process, and (2) collaboration. It is recommended that these services be made available to handicapped students through the institution's existing career planning and placement office. The author also discusses the importance and means of assessing need for the service, developing the service, and some specific program components such as experiential-work activities and program approaches or strategies such as marketing.

INTRODUCTION

In preparing for this discussion on career planning and placement with the handicapped student, it became apparent that I was really attempting to elaborate and clarify upon two central or core principles. These two principles or concepts are: (1) the life career development process with a focus on the future and the person's total life span rather than only career planning for getting a job; and (2) collaboration among and between the college placement office(s), the handicapped student program, students, employers, and other agencies/organizations.

During this brief discussion it is not possible to thoroughly explore these two principles, but we can at least touch upon a few issues and important factors. My purpose in the discussion is not to present a definitive or prescriptive model but to bring forward a series of ideas, issues, program needs, and student needs relevant to career planning and placement with the student who is disabled.

It is essential to assume that career planning and placement services be made available to all students including those students with a disability. The reason why the services should be provided are obvious to each of us and these factors will not be detailed in this discussion. I would encourage us to think and to work in terms of the life career development process. This approach to the process has some special and important implications in working with the disabled student when it is recognized that this process is very likely more complex for the disabled student. What makes the process more complex, in some cases, in comparison to the nonhandicapped student, are the additional issues such as transportation, physical accessibility, job modification/restructuring, attitudinal and communication barriers, and possible physical limitations relating to employment.

The importance of making these services available and the significance of the life career development process is also apparent when we see how the individual is impacted with the rapidly changing conditions of society and the world. Individuals of today and the future must be changeable and adaptable with the changing times. We know, for example, that individuals may now expect to change occupations between five and seven times within their working life. Individuals will need more effective methods of decision making, conflict resolution, and values clarification. New attitudes and behaviors will be required by both sexes at work and at home, dealing with leisure time, and changing life styles.

Thinking and working with career as encompassing an individual's total life can assist individuals and allow them to develop life competencies, attitudes, and values. In making these services available to disabled students, an important general goal is that the student will take responsibility for his/her own future in terms of life career planning and self-placement competencies. This includes knowledge and understanding of their current and future career roles, settings, and events (especially those associated with family, education, work, and leisure); decision making; values clarification; and self-assessment skills; e.g., aptitudes, abilities, skills, interests, values, limitations, goals, life style.

And we know that these various competencies will not necessarily crystallize for the student in a rapid or simple manner. The process can and should begin during his/her first semester of enrollment when the student will begin to search out strategies and solutions to questions such as "How can I actively shape, rather than passively implement, this first career of mine?"

IDENTIFYING THE NEED

In attempting to identify the need for career planning and placement services, a multitude of criteria and approaches should be employed. A primary means of assessing the need is through needs assessment procedures; e.g., paper and pencil, personal interviews, etc., with currently enrolled students who are disabled. The information acquired through this approach can be diverse and wealthy. It might be geared towards assessing the student's knowledge of her/his career objectives; his/her self-placement and job search skills for entering their chosen career areas; familiarity with sources and resources in exploring and deciding on an academic major or career objective; familiarity with employer needs and demands in the future.

There are particular kinds of experiences which might better enable the student to make career decisions; e.g., career exploratory groups, employer visitations, volunteer work, work-study, part-time work, and cooperative education programs. Former students and graduates who are disabled can also provide valuable information regarding the need for career planning and placement services. Information gathered from this group might include: current employment status and whether it is commensurate with their education and experience; possible difficulties and barriers encountered in seeking, securing, and maintaining employment; where and for whom do they work; the period of time from graduation until placement; particular sources and resources they utilized in the job search. Among graduates who are unemployed or out of the labor force, information such as reasons for unemployment, employer attitudes, their job search skills, and the match between their skills and employers' needs may provide useful information.

In addition to the information provided by currently enrolled students and graduates, employers are another essential source. Any viable and effective career planning and placement operation develops and maintains extensive and intensive employer contacts. Employers, for example, can provide information such as: whether the organization is aware that qualified handicapped persons are available from college X; if they have or currently do employ handicapped persons; what has been the organization's experience, e.g., difficulties, barriers, solutions; what suggestions does the organization have for handicapped persons seeking employment with them in the future; and what misconceptions may exist within the organization regarding handicapped workers.

Combining the information acquired from these three groups, one is better capable of identifying the need for career planning and placement services. It can also provide other useful spinoff information for academic program planning strategies for the student; curriculum selection; development of student competencies; work experiences; job entry; and the student's continuing career development after job entry.

DEVELOPING THE SERVICE

Anyone who undertakes the task of making more effective career planning and placement services available to the handicapped student is bound to produce a list of needs and issues with his/her own views about the nature and conduct of the program; therefore, let me be explicit about my views. We are at some disadvantage in this discussion since only one-third of the audience is here: the other two-thirds are college placement directors and employers.

My primary assumption underlying career planning and placement services to the handicapped student is that these services should be integrated to the maximum possible extent within existing college career planning and placement operations which are available to all students. This is not to say that the institution's handicapped student program or office should not or cannot be involved in the effort. In fact, delivery of these services could be a joint effort between the two operations. In initiating such an effort, for example, the handicapped student program could provide inservice and ongoing training to the career planning and placement personnel relative to issues impacting the career development and employment of handicapped students.

The institution's career planning and placement operation can be a natural home for effective career planning and placement services to the handicapped students in view of the expertise and resources which typically exist within these operations. This expertise and the resources include: occupational information; career counseling, career exploration approaches and other experiential and cognitive activities; career assessment for student aptitudes, abilities, and interests; student development of job-seeking, job-entry, and job-keeping skills; and extensive and intensive contact with employers. In many instances, for example, the college placement center personnel have established personal and professional contact with employers, particularly with employers who have not traditionally hired handicapped persons.

The types of services available through the institution's career planning and placement operation can typically meet the needs of handicapped students. It may, in some cases, be necessary for college placement personnel to possess or have easy access to specialized information regarding employment of handicapped persons in areas such as employer attitudes and misconceptions and how to deal with these issues, physical modifications, job modifications, and transportation. If handicapped students encounter substantial difficulty in seeking out and securing employment, it might be necessary to engage in an employment development program which can be beneficial not only to employers but also to students if they are involved in the process.

The institution's career planning and placement operation has capability in another respect, namely, *marketing* of the institution, its programs, and its graduates. Mention of the word or practice of *marketing* often strikes a discordant sound and response in higher education, especially among counselors! Some college placement directors would readily admit that they engage in marketing the institution and its graduates to employers, while many others will deny that they engage in marketing. The effective placement of graduates, employment development, and contact with employers requires a marketing approach and I would encourage positive, healthy, and professional marketing approaches and strategies with handicapped students as well.

Another aspect of career planning and placement deserving special attention and mention is the important role of cooperative education programs, work-study programs, volunteer work, and part-time work for the student who is handicapped. These experiences can vastly increase the student's overall career development, decision making, job-entry, and job-survival skills. These experiences are also beneficial to the employers who may be reluctant to permanently employ the student without prior knowledge of his/her skills. A growing number of college and university placement centers, for example, have cooperative education programs whereby the student of sophomore or junior status may be able to work with organization X for one semester while earning academic credit for the experience, later returning to campus for additional coursework. These cooperative education placements frequently lead to full-time employment, and additional "coop" student placements with the same organization.

The message which I am attempting to convey is that *collaboration* between and with the institution's career planning and placement operation and the handicapped student program, employers, students, and outside agencies and organizations can result in more effective career planning and placement services being made available to handicapped students.

SUMMARY

The task of making more effective career planning and placement services available to handicapped students is not easy. It calls for a systematic, collaborative, and committed plan of action. We, and students, can not rely on the "chance theory" of vocational selection; i.e., that it happens in one way or another, or that it happens by being in the right place at the right time. Nothing, in my opinion, could be more detrimental to the life career development of the handicapped student than this kind of attitude. Handicapped students utilizing career planning and placement services are not only receiving a service, they are also learning a process which they can carry with them. Students must assume responsibility for this process, however, the institution has responsibility for making effective career planning and placement services available which will facilitate and enhance the handicapped student's career development.

CAREER PLANNING AND PLACEMENT--JOB READINESS TRAINING IN PREPARATION FOR JOB PLACEMENT

Santiago Lebron, Valpar Corporation

ABSTRACT

A proposal based on the author's experiences as past Director of Special Services in a community college and as Job Developer and Placement Specialist with Valpar Rehabilitation Services. Introduces Job Readiness Training groups for disabled students on American campuses.

CAREER PLANNING AND PLACEMENT

Job Readiness Training in Preparation for Job Placement

The following proposal is based on the author's experiences as Director of Special Services for Disadvantaged and/or Handicapped Students at Pima Community College from August 1973 to August 1976 and as a Job Developer and Placement Specialist with Valpar Rehabilitation Services, a private rehabilitation agency based in Tucson, Arizona, with offices in Phoenix and California.

The Special Services Program at Pima Community College is federally funded out of the Office of Education's Division of Student Support and Special Programs. The program has developed a wide range of services including: Academic Assistance through integration with the Alternative Learning Center, Testing and Academic Placement, Handicapped Services, and Advising and Counseling. These services are comprehensive in scope and geared to assist disadvantaged and handicapped students in career planning. Job placement consists of assisting students with campus jobs through the College's work study program.

Valpar Rehabilitation Services is a division of the Valpar Corporation, a private, profit making organization which is known nationwide for its well-researched Component Work Sample Series. The Valpar Corporation's board and staff are rehabilitation experts formerly from educational institutions and public and private rehabilitation agencies. An acknowledged leader in the field of rehabilitation, Valpar is comprised of four divisions: Rehabilitation Services, Component Work Sample, Training and Education, and Management Research Divisions.

The Valpar Rehabilitation Services Division offers clients: Vocational Evaluation, Psychological Assessment, Counseling, Job Readiness Training in groups, Job Development, Job Placement, and Follow Up. Valpar is in the process of developing a Job Readiness Training Manual which is now in its preliminary stage as a workbook. This workbook is being researched with clients in job readiness training groups and will be available in the very near future. It is this Job Readiness Training that forms the basis of this proposal for use on campuses with Disabled Students.

Why Should the Services be Provided?

Generally not available as part of the curriculum, Career Planning and Job Readiness Training offer the disabled student an important skill in his preparations to enter the labor market. It is assumed that all disabled students enter into education and training with the ultimate goal of employment in their chosen careers. Many are in need of job-seeking skills.

This support service for the disabled student can be used to assist the College Placement Office in a coordinated effort at seeking employment for all students.

Job Readiness Training can also allay some of the fears of entry or reentry into the world of work. This is experienced by some rehabilitated students upon completion of education and training. Students who may be well prepared with career skills and very comfortable in the academic world must be prepared to meet the challenge of competing for jobs.

Our experiences at Valpar with Job Readiness Training groups have led to some unexpected results. Members were asked to broaden the base of contracts by sharing job leads with the group. Group members have become highly motivated. They have been willing, and even anxious, to share with the group their experiences in job hunting.

A former produce man in the group with many years of experience would not be hired by his former employer because of a shoulder injury. He had a case of severe depression and conversion hysteria as a result and could not hold down a job. One of the members in the group had a neighbor who was looking for a man to supervise a produce department in a new market. He invited the produce man to meet his neighbor. The neighbor was impressed with the man's knowledge of produce and hired him on a trial basis. He has been working for over 60 days, awaiting the opening of the new market.

For Whom Should the Services be Available?

This support service should be available to all handicapped students throughout their academic training. These students can benefit from Job Readiness Training if they wish to seek part-time and/or summer employment. Early in their career training they will have experienced job-seeking and job interviews in small doses, without the pressure of seeking full-time jobs. Of course, the service would be particularly useful for the job-ready senior who would be entering the labor market at the end of the current academic year.

What Criteria Are Used in Identifying the Need for the Services?

The optimum number for a Job Readiness Training group is from six to eight persons. Of the number of handicapped students on any campus, enough interest would be found among them to keep several groups in training throughout the academic year. Criteria for determining job readiness of the individual handicapped student would be explored in the group. Such criteria of job readiness would include physical, psychological, occupational, and placement readiness.

How Should the Service be Provided?

At the minimum, this service would consist of one Placement Specialist conducting a group of six to eight handicapped students with sufficient materials or workbooks for ten sessions. The materials would include: copies of job applications; various handouts on answering problem questions on applications, how to prepare for a job interview, checklists for a rating sheet on mock interview, sources of job leads, and examples of cover letters to accompany resume; resume preparation worksheets; and videotape equipment if available.

The concept of Job Readiness Training is to teach handicapped persons how to seek employment independently. The emphasis is on building the confidence of the individual through a group training session and providing structured interviews with videotape feedback to give each person practice in this area.

Career Planning and Placement through Job Readiness Training can be provided through existing campus programs and facilities. If the campus has a Special Services program, a component could be added using its present staff, or hiring a Placement Specialist, to run the Job Readiness Training groups. As stated earlier, the College Placement Office could run special groups for handicapped students and, using the same materials, having on-going Job Readiness Training groups for all students.

What Criteria are Used to Evaluate the Service?

An objective of the service should read: "Out of eight handicapped students in the group, five will complete training and three will be placed and retain their jobs for more than 60 days." This objective is realistic and quantifiable. Justification for the service will be acquisition of job-seeking skills by the handicapped student making it possible for the individual to be an independent productive citizen.

THE ACADEMICALLY UNDERPREPARED DISABLED STUDENT: AN EDUCATIONAL FACILITATIVE APPROACH

Albert L. Watson, University of Michigan

ABSTRACT

This presentation focuses on the needs of academically underprepared disabled persons seeking a postsecondary education. It explores the exclusionary tactics used by the American educational system against the disabled and/or academically underprepared as well as others that are stigmatized or viewed as less than the *ordinary* student. It identifies individual as well as institutional behavior displayed toward academically underprepared disabled students and outlines some strategies which can be utilized to prevent their continued exclusion for the higher educational settings.

INTRODUCTION

In this paper I will discuss the possibility of providing quality postsecondary education to academically underprepared disabled students whose potential to master the traditional college curriculum is not yet fully recognized, nurtured, or utilized.

Initially, it is necessary to explore the thesis of the American education system and the idea that education is democratically inclusive. Since most educational programs are planned, implemented, evaluated and funded by members of the mainstream of society, it is necessary to examine their attitudes toward the disabled and the underachiever, as well as the programs of supportive services for these two groups and other groups who are outside the mainstream of a society or *stigmatized.*

Awareness of the concept *stigma* and the factors that contribute to stigmatized individuals continuing to be seen as unacceptable must be considered in a discussion of supportive services for physically handicapped underprepared students. An examination of these concepts and the doctrine of American education and its disciples will help to identify what must be done to guarantee all citizens equal access to higher education.

While this paper focuses primarily on college and university education, it should not be assumed that colleges and universities offer either the ideal or most feasible programs for all members of this group. In fact, all educational and/or vocational programs need to become more accountable to and inclusive of all groups. Academically underprepared disabled people are entitled to the opportunity to successfully participate in all programs commensurate with their interests, abilities and goals.

I will present a model which facilitates equal access to all students, especially academically underprepared disabled students.

ACCESSIBLE EDUCATION--DREAM OR REALITY?

American culture is a conglomeration of cultures from nearly every corner of the world. Within the United States we find rather obvious regional or areal pockets of people, maintaining some resemblance of their original culture, mores, traditions, and identity. It does not require an intimate knowledge of urban sociology or the culinary arts to realize that there is a better chance of finding matzos and lox in New York City than San Antonio, or parogi and kolbossa in Pittsburg or Hamtramack rather than innercity Detroit. While there are numerous examples of discrete subcultures throughout the country, I am most familiar with the Greater Detroit Metropolitan area. In the space of one thousand nine hundred and fifty-two square miles and a population in excess of four million, are a distinct Jewish population in Southfield, a distinct Polish population in Hamtramack, a distinct Chicano population in Southwest Detroit, Arabic in West Detroit and Dearborn, and WASP populations in Warren, Livonia, and East Detroit.

While the people entering the American society over the last two hundred years do not seem to be approaching the *melting pot* or a state of oneness, there are some themes shared by all people in our society.

One such theme is the belief that education is a panacea.

> Education at all levels has long been regarded as a key element in the quest for equality. . . . First, education has been viewed as a portal through which children of all classes would find equal opportunity. . . . Second, widening of education to include more people and the deepening of education to increase their learning, would narrow the differences in competency and in socialization, and would lessen inequality of social position. Third, education has been viewed as a source of political strength in the drive for equality. . . . (Bowen, 1977)

While most people view education as a panacea and aspire to obtain it, enrollment in higher education of particular groups has not been representative of their composition in the general population. In 1970 minorities constituted 16.8 percent of the U.S. population, but only 10.6 percent of postsecondary undergraduate enrollment.

The U.S. Census indicated black enrollment in 1974 showed an increase of 8 percent in a one-year period, 19 percent since 1970, and 90 percent since 1964. While the gains seem admirable, close scrutiny of the data reveals the following: (English, 1975)

1. Just under one-half of the undergraduate degrees awarded to blacks between 1973 and 1974 were conferred by eighty-eight historically black institutions.
2. Between 1960 and 1976 minority students averaged only 1.9 percent of the doctoral degrees received by native-born citizens.
3. While 12 of every 100 Americans aged 18 to 21 are black, only 9 of every 100 college students are black.
4. Of minority enrollment in postsecondary institutions, only about one-fourth is enrolled in the upper division. Many minority students in community colleges are in terminal occupation programs.

(Routh, 1975)

Consequently, these individuals are not afforded the same opportunities available to white middle class students in prestigious universities.

It is obvious that while education has been a goal to all people, all people have not been accepted into the education system because of a variety of *stigmas* attached to them. A stigma is "any marking or characteristic that prevents its possessor from attaining full social acceptance." (Goffman, 1963) Irving Goffman, a noted sociologist, suggests three different types of stigma. The first, abomination of the body such as various physical differences; second, character disorders as inferred from a known mental illness, imprisonment, chronic unemployment or dependency on welfare; third, stigmas associated with race, religion, or color. Thus, in effect, some people may be doubly or triply stigmatized. Further, the intensity of stigma and the quality of differentness attributed may vary with place and situation. Many of the stigmatized people who have successfully obtained a college education have done it in institutions provided for them, separate from the mainstream educational system. There is also evidence that stigmatized individuals have been admitted and enrolled in mainstream institutions, but their success rate is not nearly that of, for example, black students in all-black colleges and universities.

The belaborment of the situation of blacks and other minorities in higher education is to point out that the present educational system is exclusive rather than inclusive. Further, the enrollment of minorities is done in a manner which relegates them to nonbachelor programs in institutions isolated from the mainstream of higher education, or mainstream institutions in which they are less likely to succeed.

This observation is relevant to a discussion of higher education and the academically underprepared disabled student for two reasons. First, a similar dynamic functions to prevent disabled students from achieving an education commensurate with their goals and abilities. Second, many academically underprepared disabled persons, that is, disabled persons who lack required skills in English, math, and the hard sciences, are members of ethnic minority groups. They attend special educational facilities that generally do not consider postsecondary education a realistic goal for the disabled or they have been integrated in to the *regular* educational system. Because of their color, which in many cases dictates local address, these ethnic minorities with physical disabilities have been *mainstreamed* into inner-city public schools that are notorious for failing to prepare pupils for postsecondary education.

AMERICAN EDUCATION AND THE DISABLED

American society's inability or unwillingness to educate the disabled or any stigmatized group is evident. Only in 1976, our nation's two hundredth birthday, was an all-encompassing effort developed to include the handicapped in all facets of the American education system. It was reported at this time that

> . . . about half of the nation's eight million handicapped children do not receive an appropriate education, and about a million are excluded from the public school system entirely. (Garvin, 1976)

Until very recent times, handicapped children who received any schooling at all did so on sufferance, as an expression of charity. Even then, most were barred from regular classrooms, because it was felt their presence might be "detrimental to the education of others" or "inadvisable." There was the not uncommon conviction that many handicapped children, especially the more "severely handicapped, could not benefit from education and that admitting them into schools would therefore be a waste of money." (Garvin, 1976)

In reviewing the experiences of the disabled, it is shockingly evident that they have been severely ignored and excluded from educational opportunity. Their exclusion from education can be seen as representative of the response to the disabled in all aspects of American society and American life. This exclusion prevents the disabled from being considered for acceptance into certain areas of society (e.g., professional fields, higher socioeconomic levels, etc.).

In the publication *One in Eleven*, an examination of the 1970 U.S. Census reveals:

1. Fourteen percent more handicapped than nonhandicapped never get beyond eighth grade, and 7 percent more handicapped than nonhandicapped never get beyond high school.
2. Six percent more handicapped than nonhandicapped had earnings that never got above $2,000 a year. And 7 percent fewer handicapped than nonhandicapped had earnings that went above $7,000 a year. More strikingly, 14 percent fewer handicapped men than nonhandicapped men had earnings of $7,000 a year or more.
3. Fifteen percent of the handicapped are in poverty status as compared to 8 percent of the general population.
4. Fifty-eight percent of handicapped males wanting employment are employed as compared to 76 percent of all males.

Analysis of the Exclusion

Before proceeding further, it is important to look closer at the exclusionary tactic used in education, keeping in mind that this same tactic is employed in virtually all aspects of life. As previously stated, two of the most common rationales for segregated education or no education at all for the disabled are as follows:

1. The intermingling of disabled and nondisabled students in the same educational process is *inadvisable* because the presence of the disabled might be *detrimental to the education of others*.
2. Many handicapped children, especially the more severely handicapped, could not benefit from education and admitting them into schools would therefore be a waste of money.

These particular rationales for the lack of education for the disabled are of interest in the concept of stigmatization for two reasons. First, concern that the intermingling of the disabled and nondisabled would be *detrimental* suggests the unacceptability of the disabled, perhaps for aesthetic reasons. Even more, it implies some element of contagion. The appropriate response to a contagious person is avoidance and/or isolation.

The avoidance of the severely disabled by the educational system tends to suggest that there is somewhat of a hierarchy of stigmas. In other words, some stigmas are unacceptable but tolerable, while others are unacceptable and intolerable. This has relevance to a discussion of academically underprepared disabled students because the combination of stigmatizing factors, i.e., physical handicap, educational handicap and possibly membership in an ethnic minority group, has the effect of increasing the stigma and pushes the individual more from the tolerable to the intolerable side of the continuum.

The importance of the place and situation with regard to the stigma of a disabled underprepared student is of significant concern. For example, the idea of a student with limited reading and writing abilities entering an Ivy League institution is considered ridiculous, while in fact many of the students in urban community colleges have extremely limited reading and writing skills. Likewise, when considering the most appropriate place for young disabled persons, it is often thought to be nursing homes, convalescent centers, or sheltered workshops, rather than colleges and universities. Many postsecondary educators are not comfortable with the student needing remedial assistance and feel that higher education is not the place for them. Further, most educators have limited exposure to physically disabled students and may not consider higher education the appropriate niche.

Higher Education's Response to the Disabled

In general, professionals, staff, and able-bodied students in higher education respond to disabled students in one of three ways: Overprotection, Orientation, Reality Orientation, or Spartan Orientation. (Hountras, 1976)

Guided by the *Overprotection Orientation*, faculty, staff and peers are unwilling to risk physical or emotional damage to the disabled individual and thus are reluctant to make demands that might enable him/her to reach the limits of their vocational, educational, and social potential. They are afraid of trying to motivate the disabled college students to reach their highest level of functioning. In many instances this same dynamic prevents disabled students from even being admitted to the institution.

Reality Oriented individuals stress the accurate assessment of the disabled person's achievement and psychosocial adjustment. They use all available motivation and training techniques to help students with a disability achieve their potential.

The *Spartan Oriented* group of faculty, professional staff, students and others either implicitly or explicitly believes that in most instances human potential is rarely used or tapped. They feel that disabled individuals can progress further if they are sufficiently well motivated and pressured by someone with whom they have a close and positive relationship. These people believe that the anxiety aroused in the disabled person by demanding more than he can give is functional and constructive rather than harmful.

It seems that all too often the response to disabled people in higher education is that of overprotection.

Dr. Hountras also contends that colleges and universities utilize one of three approaches in dealing with the concerns of disabled students: *Laissez-faire*, Accommodation, or Rehabilitation-Education. (Hountras, 1976)

Laissez-faire institutions are those colleges and universities in which the absence of direct discrimination against disabled students in admissions policies is deemed sufficient response. Included in this category are those institutions that work on a case-by-case basis to help disabled students adjust and succeed academically, making special arrangements as needed. This group includes all but a handful of American colleges and universities.

Accommodation refers to that category of institutions of higher education in which a commitment is made to ensuring that all services and facilities are accessible to and usable by disabled college students. Hence the emphasis here is on architectural and engineering responses. Some supportive services may be provided, such as information and coordination headquarters, a counseling and referral service, etc.

It is important to note, however, that the disabled student is offered accessibility to the academic curricula available to all students, rather than an education which is broadened to incorporate the learning and skill development task vital to minimizing disability.

Institutions in the *Rehabilitation-Education* category subscribe to the philosophy that making it possible for a disabled student to obtain a college education is not enough. Rather, the general goal of development of capabilities includes, in the case of the disabled, education for independence. More than physical independence, which is not always possible, is implied. It also includes readiness to assume responsibility regarding what one is going to do with one's life.

What is seen at such an institution is concurrent assistance and a requirement of disabled students that they rely upon and maximize their own resources, while the blatant institutional unresponsiveness that limits the students are ignored or even worse accepted.

DEVELOPING SUPPORTIVE SERVICES AND AVOIDING STIGMATIZATION

In developing an effective program of services for disabled students who are academically underprepared it is essential to become aware of the attitudes toward and approaches to the disabled academically underprepared individuals. It is important to recognize and understand the concept of stigmatization and the resulting behavior. It is imperative to diagnose the pulse of the institution in which one functions.

From this awareness of the environment, it can be noted that not only are individuals stigmatized, but often the department or unit providing services may also be stigmatized. It is clearly recognized that many community agencies (i.e., mental hospitals, prisons, sheltered workshops, etc.) are stigmatized or viewed as less reputable, to be avoided.

> Being stigmatized, these agencies and institutions are viewed by the general public as discredited. Public facilities are seen as more discredited than a private one. Professional staff in these stigmatized agencies and institutions are generally poorly trained, poorly supervised, and poorly paid. Services not infrequently are perceived by the public to be of low quality. (Olshansky, 1971)

Just a few months ago citizens of four Michigan communities became upset by State Legislator's discussion of building a new prison in one of the four communities--no one wanted it.

Further adding to the difficulties of these stigmatized services is that they operate in a social context within which the general population tends to frown on both the provision and acceptance of help. Essentially every American is expected to stand on his own feet, as "God helps him who helps himself." Despite growing evidence of change in the ideology of individualism, the fact remains that the helping process, especially if publicly supported, is still viewed by many as an illegitimate activity, and those involved in it, both helpers and the helped, are seen as being of a lower social order than, say, those engaged in regular business activities.

Once the institution of higher education is viewed as a community, this same pattern can be observed. Certain sections of the institution are considered more credible or less stigmatized than other areas of an institution. Academia is generally accorded more credibility than student services. Within specific areas, certain units may be considered more or less credible than other units. For instance, the engineering, mathematics, or English departments may be seen as more credible than the fine arts department or the physical education department. Financial aid, health services, and housing may be considered more credible services than the counseling services or special services.

In developing an effective supportive service for underprepared disabled students, it is essential that the service be constructed to minimize its perceived stigmatization. The results of an organization being stigmatized are twofold. First, it will not be truly accepted by the community (i.e., college or university), and this results in limited assistance (e.g., financial commitment, cooperation from other sections of the institution, etc.). Second, a stigmatized organization will be avoided by everyone, including those it is designed to assist.

Some recommendations to destigmatize the service are as follows:

1. Attract and serve a heterogenous population of clients (e.g., football players who need academic assistance, sorority sisters needing assistance). Make it the *in place to go* for academic assistance. Provide services used by people who are not stigmatized at all (e.g., academic advising). Arrange for academic credit functions in this location (i.e., provide alternative education experience).
2. Make location physically attractive. This also improves staff morale.
3. Utilize well-trained, well-paid staff.
4. Recruit and involve responsive faculty to provide quality

leadership. Good leadership is needed to help develop competent staff and a reputation for high quality service. It is important to develop a credible public image.

5. Utilize peers.

6. Develop research, utilizing day-to-day feedback from students, staff, faculty and others. This strategy gets people interested and the information gathered can improve service. Develop more effective ways to do the job and inform others of it.

No matter what one does, however, some stigma will continue to be attached to the service. It can be limited but not eliminated until attitudes change.

Thus far the issue of postsecondary education for the academically underprepared disabled student has been examined from a broad view. In doing so, four salient issues have surfaced. The recognition of these issues must be addressed in order to facilitate a workable, results-oriented system of services.

1. While members of all groups desire an education, members of stigmatized groups do not have the same educational opportunities afforded nonstigmatized people and consequently do not experience the same quality of life experienced by nonstigmatized individuals.

2. The attitudes held about stigmatized people as well as responses to them often discourage rather than encourage their full and successful participation in education as well as other aspects of life. This programming for failure often occurs while students are in high school or even elementary school.

3. While decisionmakers in education seem to realize the importance of an educational system which is accessible to all students, most fail to recognize a need to modify existing educational programs to make it truly inclusive.

4. Supportive services designed to assist stigmatized students may, in fact, because of their structure and perception by others, be ineffective or, even worse, further handicap the stigmatized student.

IMPROVING EDUCATIONAL OPPORTUNITIES

Those of us who are committed to increasing opportunities for the academically underprepared disabled student must incorporate a change agent posture into our administration of services, and this posture must be directed toward three distinct yet related areas, secondary education, the community at large, and institutions of higher education.

First and foremost it is important to develop some understanding of how the secondary educational system functions and where academically underprepared students with physical disabilities fit in the process. It is hoped this self-designed educational process at least establishes formal or informal ties with the people charged with educating these students and provides an opportunity to share what is happening in higher education. If the relationship is sustained, several other opportunities can be developed.

One such opportunity would help secondary educators realize that it is possible for disabled academically underprepared students to succeed in secondary and postsecondary educational facilities with the appropriate supportive services. It is essential to make them aware of the relationship between secondary education and higher education, so that disabled students in secondary educational facilities become better prepared for a successful experience in postsecondary education. This involvement with secondary education also provides an opportunity to recruit disabled students to the institutions represented by participants in this conference and may provide an opportunity to encourage federally funded supportive services for disadvantaged high school students (e.g., Upward Bound, Talent Search, etc.) to incorporate the disabled into their existing programs.

This same process of learning about an organization, informing them of your organization and establishing yourself as a resource person or consultant is appropriate in the community and perhaps more easily accomplished there. If the educational system is as unresponsive to these students as many people indicate, it is quite possible that noneducational community organizations may have greater contact with these individuals and have more influence upon them. Even if these individuals, underprepared disabled students, do not frequent these establishments often their siblings or peers do, thus providing a means of reaching them.

Before exploring the implications of this model in the postsecondary educational setting, it may be wise to consider the end goal. Basically the purpose is to assist underprepared disabled students to develop and incorporate a success oriented skills model which allows them to make observations and gather information; prepare themselves to reach their selected goal; and make the appropriate decisions which enhance the possibility of reaching that goal. Interestingly enough, this is essentially what education is supposed to do for all individuals.

It is essential that disabled students who are academically underprepared, as well as any other stigmatized group, learn to identify available resources within their institution and surrounding community, as well as how these resources are related to each other and to their individual needs and/or concerns. It is not enough to know that there exists at the University of Michigan a School of Education Counseling Lab, or the Coalition for the Use of Learning Skills (CULS). It is important to know that the School of Education Counseling Lab is staffed by graduate students in guidance and counseling as well as rehabilitation counseling. It may also be helpful to know that they welcome disabled participants. A few of the services provided include the following:

1. Administration and interpretation of tests that help in making a decision about academic or career goals.
2. Assisting students in identifying academically deficient areas and referring the student to the appropriate place to receive assistance. It is important that students know CULS works closely with students needing remedial assistance in English and mathematics, as well as reading and writing skills.

It is equally important that students be aware of events throughout society that affect them. It is necessary that they become familiar with concepts and legislation pertinent to affirmative action, nondiscrimination in educational facilities, and other areas related to their civil rights.

Regarding implementation and provision of supportive services for underprepared disabled students, it is advantageous that the service take on a two-pronged, change agent/educational role. It is necessary that it pursue the traditional change-agent posture, i.e., diagnosing situations that are inadequate and instituting a systematic approach to alter the situation. It is also necessary that the service help its participants become change agents themselves.

Students must learn to recognize and combat the exclusionary practices of higher education. Also, it is necessary that students strive for a Reality Orientation to their concerns rather than an Overprotective or Spartan Orientation.

Students must be instructed to request and, if need be, demand an *Educational Facilitative Approach* by institutions of higher education rather than the *Laissez-faire*, Accommodating, or Rehabilitation-Education Approach. While the Educational Facilitative Approach includes some of the components of both the Accommodating and Rehabilitation-Education Approach (architectural modification and increasing independence towards maximal utilization of personal resources), it goes a step beyond. It calls for a significant change on the part of the institution relative to all pursuits of that institution, including initiation of an affirmative action approach to the concerns of the disabled.

To successfully utilize the Facilitative Educational Approach, students must recognize and understand the social dynamics that limit their opportunities. They must learn and practice strategizing in order to ensure themselves the opportunities to which they are entitled. In essence they must learn to function as change agents for themselves, and incorporate and refine this repertoire of skills so that it can be drawn upon whenever discrimination occurs, whether in seeking an education, seeking employment, seeking housing, or any other life pursuit available to others.

This educational process needs to be offered to academically underprepared disabled students, along with the traditional remedial and counseling services offered underprepared students.

ACCOUNTABILITY: CRITERIA TO EVALUATE THE SERVICE

A responsible management system increases the possibility of a Facilitative Educational Approach becoming a reality.

While the need for accountability in service delivery has hastened the implementation of various management systems, one seems to be most appropriate for this type of operation, Management by Objectives (MBO). This is a goals-oriented process rather than an activities-oriented process. Further, it is "flexible and can be implemented in any type of program . . . and provides for participatory decision making." (Dannemiller and Linta, 1976) It is a five-step approach which includes setting program goals, defining program objectives, establishing an indicator of successful accomplishments of objectives, developing an action plan to reach the objectives, and an evaluation of success as well as failure.

The utilization of MBO in providing and evaluating services for academically underprepared students is advantageous for several reasons. First, an effective MBO system will seek and utilize input from various individuals, including the users of the service. It may also provide an opportunity for more student involvement, thereby enabling students to learn more about setting and accomplishing their individual and personal goals. This provides a greater opportunity for their needs to be met. Second, it is flexible. In a higher education setting any program designed for individuals generally excluded from higher education will require a considerable amount of flexibility. Third, MBO provides the manager of the service, as well as the supportive staff, a greater understanding of what they are doing as well as why they are doing it. Fourth, evaluation of service, more and more required in an effort to make service delivery systems accountable, is an integral part of MBO. Finally, knowledge of one's institution in total and the relationship between this particular service and a particular institution is necessary to successfully utilize MBO, or to effectively *mainstream* individuals into the institution. Considering the importance established by recent legislation and the national commitment to *mainstreaming* the disabled, the compatibility of these two concepts is noteworthy.

This effort to mainstream the target population into existing aspects of the university can have several beneficial results. A wide-based approach involving staff and faculty from various units and departments of the university will assist in destigmatizing the assistance students receive, provide for greater access to the needed services (i.e., faculty/staff referral as well as self referral), and bring the student closer to other activities that may be of interest and/or benefit. It may provide the student an opportunity to select and utilize the services that are most closely related to his/her individual needs as well as his/her uniqueness. The services which resolve needs in a manner most congruent to personal style will probably be sought and utilized more and students will experience greater satisfaction.

Some discussion of the mainstreaming of disabled students into existing supportive services designed for other stigmatized students in higher education precedes this paper. In particular, the advantages of cooperative programming for disabled students and ethnic minority students has been explored. (Watson and Anderson, 1976) While agreeing with that position, there are two issues which must be clearly articulated. First, this liaison must be a cooperative effort of both constituents and supportive service staffs and definitely not a consolidation of one organization by the other. Second, this cooperative effort must be initiated cautiously and with much forethought.

The rationale for this position is obvious. Cooperation is appropriate and consolidation is inappropriate because while both groups encounter some of the obstacles and may experience the same limiting conditions in the pursuit of an education, the attitudes of the mainstream toward these two groups are considerably different and require a different focus in resolving them. Further, many of the services provided are significant to one group while insignificant to the other (e.g., ethnic minority students do not require accessibility features unless disabled).

This cooperative effort must be initiated cautiously because both groups have been excluded so long and have been provided so little. Often the little provided barely meets existing needs of one group and generally obtaining these limited resources required an extended period of time, considerable sacrifice, as well as the threat resulting from a lack of any real continuing commitment. Therefore, both groups will be anxious to maintain their small gains and will be suspicious of anyone who might absorb some of it.

Considering this dilemma, it is not realistic to expect any more than the following:

1. The two groups will be able to do some joint programming benefitting both groups, and each may also commit some time and energy to special projects that benefit the other group.

2. The staff of the two programs and perhaps the students will become a bit more aware of the concerns of the other group. This may provide a forum for changing attitudes, and enhance the opportunity for greater cooperation at a later time.

3. The staff and/or constituents, being more informed of the other's program may be able to inform individuals needing the other's services of its existence.

In evaluating the effectiveness of this service, it is necessary to first make sure that prestated objectives are truly results oriented rather than activity oriented, and that they are measurable. Then it is necessary to evaluate success or lack of it in meeting objectives.

CONCLUSION

There is overwhelming evidence that higher education is an exclusive institution and continues to be unresponsive to the needs of academically underprepared disabled students as well as any other individual perceived as different from the traditional student. While many educators claim drastic reforms and equal opportunity for all students, still many persons do not get a chance at higher education or lack the preparation to succeed if admitted.

This injustice can and must be rectified. The remedial action necessary to accomplish this must be broad, intense, and produce change in individuals and institutions. There is a need for concerted effort to encourage the decisionmaker to make secondary education inclusive of and accountable to those that utilize it, and a stepping stone to postsecondary education. In addition, there is a need to continue working to change attitudes in institutions of higher education, while laying the groundwork to implement Educational Facilitative Programs for the disabled academically underprepared student.

Equally important, it is necessary to utilize a goals oriented management system to keep our goal clearly in sight--ensuring all people an equal opportunity to pursue the education of their choice. Finally, pursuing one's dream should be a process which provides enough skills and personal satisfaction so that the individual will conjure up other dreams and enthusiastically pursue them.

> What happens to a dream deferred?
> Does it dry up
> Like a raisin in the sun?
> Or fester like a sore -
> And then run?
> Does it stink like rotten meat?
> Or crust and sugar over -
> Like a syrupy sweet?
> Maybe it just sags
> Like a heavy load.
>
> Or does it explode?
>
> —Langston Hughes

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SPECIAL SERVICES FOR THE ACADEMICALLY UNDERPREPARED STUDENT

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ABSTRACT

Today's college population has changed significantly since the early 1960's in terms of academic preparedness as indicated by SAT scores and high school skills. Included are several program possibilities that, if undertaken, may create a better atmosphere for assuring students postsecondary success.

When academic budgets are strained and inflation at an unprecedented high, fewer individuals are able and/or interested in attending four year college or university programs. This and many other factors require college and university admissions personnel to work more diligently in locating a sufficient number of students. It is this situation that is aiding in the realization that the current college and university populations are, on the average, functioning at a lower level of academic preparedness than their counterparts of ten to twelve years ago.

College Board News (1976) stated that the

> . . . average SAT scores among 1975 graduates had declined 10 points on the verbal part and 8 points on the mathematical part, marking the largest drop in any single year since the decline began 12 years ago, among the 1964 graduates.

In addition, one only has to study the yearly statistics of any college or university to realize that in the last 12 years, the average SAT scores for entering college freshmen has shown a marked drop. In one small eastern college, statistics reveal that between 1962 and 1975, the average verbal score of entering freshmen has decreased 49 points, and the mathematical score decreased 21 points.

Of course, there are a number of theories expressed as to the reasons why the college board scores are dropping while the grades received by the student continue to increase. The above appears to indicate that there is a new population of students confronting the colleges and universities today. Power (1976) has stated that the student represents a variety of disadvantages "stemming from low ability, low achievement, cultural or linguistic isolation, poverty, neglect, or delinquency." One can also add to this list the ever-increasing number of mentally or physically handicapped students admitted to colleges and universities with some of the disadvantages listed above.

Deaf high school graduates' scores are among the lowest in the nation of all high school graduates taking the SATs. It appears that many students who attend state or private institutions for the handicapped are not adequately prepared academically and emotionally to compete with the nondisabled student in the college setting. Many of the students who have attended public schools as "mainstreamed" students have often been passed along without really competing with the nondisabled students. This is usually due to the unwillingness of the teachers and the administrators to build the proper educational program which would meet the needs of the handicapped student.

Enforcement of the Rights to Education and Affirmative Action legislation has led to the situation in which many potential students, once rejected due to insufficient board scores and high school grades, now are being welcomed into the college and university classrooms. There has been little planning and programming that will aid in insurance of their academic success, however.

In essence, it is this writer's opinion that a sufficiently large number of postsecondary students are in need of extensive planning, programming, and tutoring, if they are going to succeed in their attempts at postsecondary training. This population is not limited to the handicapped or the culturally deprived, but includes a wide cross-section of the student population. It is apparent that the college or university administration and staff must be aware of, and willing to work with, students needing specific remedial care and the other services that will aid in their postsecondary training.

For instance, the registrar and the admissions officers must work closely with offices designed to specifically offer the necessary services. The names of potential students who are recognized as needing services based on high school success and/or college boards, physical and/or mental limits, specific recommendations from the high school guidance counselor, and the results of the personal interviews should be sent to the assigned personnel upon application. In this way, the students' needs can be assessed prior to actual admission. An academic schedule and a plan implementing tutoring, academic aid, cafeteria assistance, personal care, and counseling can be implemented. Counseling could include rapping, in-depth personal adjustment, and assistance in obtaining services from the sponsoring agency.

The special programming required to implement the above could be organized in many different ways. A short-term precollege summer program could be developed similar to the Act 101 programs currently operating on many college campuses. These programs are specifically designed to develop an increase in academic preparedness in those that are academically and economically disadvantaged. Another precollege program could function similar to Gallaudet College, The National Technical Institute for the Deaf's preparatory program, or Pennsylvania's precollege program for the visually impaired held at Edinboro State College. The Edinboro program operates for eight weeks and is sponsored by the Office of Visually Handicapped, Pennsylvania Department of Public Welfare. These students are brought on campus where they are evaluated, and then an individually prescribed training program is designed. The areas included are Orientation and Mobility, Communications (typing, braille, optacon, etc.), activities of college living (including cooking, budgeting, apartment management, etc.), counseling, and college prep. This is a course designed to teach the student to understand and cope with both the hierarchy and the academic system. In addition, the students take one or two academic courses that are automatically applied to their freshman transcript at the college of their choice in the fall.

Another possibility is a totally encompassing program that is designed to specifically and individually meet the needs of the college student, e.g., the wheelchair campus program, now serving 60 severely disabled students at Edinboro State College. This is currently the only such program in Pennsylvania. The program differs from many, in that each student is part of a Quarter Care system which provides around-the-clock personal care: cafeteria aides, academic aides, transportation aids, interpreters, note and test takers, and tutors. Counseling, academic advisement, career orientation and development are also available.

Other possibilities include special classes dealing with college adjustment, individually prescribed learning modules that permit one to remedy areas of their weaknesses, classes for credit and/or noncredit offering remedial work, and individually prescribed counseling which might encompass remedial help as well.

The service should be administered through a central office, identified as such with cooperation from the administration, including the Vice-President for Academic Affairs, the Registrar, the Deans of the various schools, and the needed faculty. There should be accurate communication between the admissions officer and the designated Office of Special Services for referral purposes. In dealing with the handicapped, there should be close lines of communication with the sponsoring agency, the Offices of Business Affairs, Housing, Meal Services and Scheduling. Once the individual's name is received, the person should be contacted relative to the offerings of the program and an on-campus interview scheduled. Following the interview, it is possible to begin planning for the specific educational, vocational, and personal needs.

When the student begins the academic classes, solid advisement and frequent monitoring are necessary to insure that the student is placed in a success-oriented, rather than a failing environment. As feedback is received from the system, modifications and adjustments can be made in the actual personal plan by both the individual and the advisor, with records then reflecting the change in the office files.

Elective programs relative to vocational choices, interviewing techniques, job placement and career orientation can be added to the plan as needed. Monitoring and advising can produce suggestions for training in the various areas of personal/social adjustment identified by the student and/or the advisor.

As the programs are developed to meet the specific needs of the population, the evaluation of their success becomes obvious in terms of retention rates, academic achievement, level of personal health (in the case of the severely disabled), self-satisfaction of the students, and increased enrollment over a given time period, including the frequency of the utilization of the services.

With the realization that the college population is changing, in that the students' skills, on the average, are forcing the colleges and universities to change in order to meet their needs, the construction of a program under one roof becomes a necessity. In order to be successful, it must have a director with an academic, vocational, and personal understanding of the problems being faced, as well as administrative assistants who can aid in carrying out the complex responsibilities of the program. Initially, the institution of higher learning must realize that the reality is present and change their styles and techniques of education, provide the necessary services (physical, academic, and mental), and educate in the areas so essential to eventual college success.

The effort will obviously require funding, released time, office space, supportive help, an acceptance of the effort by the institutional forces, and a cooperation by the majority of the academic community.

This can be accomplished, and if the program(s) are sound, there is a large number of potential students waiting at the doors of higher education.

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PHYSICAL EDUCATION AND INTRAMURAL ATHLETICS FOR HANDICAPPED POSTSECONDARY STUDENTS

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ABSTRACT

Physical education credit course options, individual exercise, leisure time activities and competitive intramural athletics are discussed. Reasons and the criteria in identifying the need for the service depends on equal opportunity and rights, and whether the institution is meeting the needs of the handicapped students with existing programs.

INTRODUCTION

Those of us at the post secondary level are in a constant state of flux. With the passage of P.L. 94-142, Education for all Handicapped Children Act, and P.L. 112, Rehabilitation Act, 1973, Section 504, we are examining our compliance with these laws. It was very interesting that both laws specifically stated provisions be provided for all handicapped individuals in physical education. The interpretations of these laws will influence teacher training, opportunities in physical education and provisions for funding.

Thus the task of this presentation is to address physical education and intramural athletics for handicapped postsecondary students. The reasons why the service should be provided, for whom the service should be provided, the criteria to be used in identifying the need for the service, the structure for the service, and the criteria to be used in evaluating the service are the issues to be addressed.

Since I have been involved in the program development at Wright State University, the presentation will inevitably reveal some of my biases. There are many alternatives and you must judge which is appropriate for your situation. As time progresses and needs of your population change, so must the program.

Just keep in mind the ultimate purpose of all the services provided to the handicapped, and it is bluntly stated by Julian Stein (Sherrill, 1976):

> Give my pride;
> Give me substance;
> Give me a life of my own
> And I'll stop feeding off yours.

WHY THE SERVICE SHOULD BE PROVIDED

> Man is a moving organism. Without movement he cannot survive, and without life there can be no movement. (Gallahue, Werner & Luedke, 1972)

In prehistoric days, man found it necessary to hunt for food, to protect himself against the elements and to communicate with others surrounding him. Those individuals who could not meet these demands found it difficult to survive. Comparable to today's ever-changing society, man must also develop his abilities in order to survive and function purposefully in society. "It is a process that begins at birth and does not cease until death." (Gallahue, Werner & Luedke, 1972)

The population we are dealing with is not unlike the able-bodied population. They, too, must learn skills to become independent, viable, successful and useful human beings. Sufficient academic skills are being developed by handicapped high school students which is evidenced by their admission into postsecondary institutions. It is my opinion that once students leave a physical therapy program in early childhood or a rehabilitation setting in later years, they do not have the knowledges or opportunities to continue the development of their movement nor leisure time skills.

> Many do not have an adequate understanding of the nature of their impairment. In some cases, they are beset by morbid fears and live far below their capacities for full living. (Daniels & Davies, 1975)

To the handicapped population, the lack of opportunities has created a nonmoving, a noninvolved, nonknowledgeable group of people. The reasons may include the following:

1. Lack of teacher preparation and/or understanding.
2. The lack of administrative support.
3. Financial appropriations.
4. Personnel time to develop an adequate program.
5. Facility inaccessibility.
6. The existence of discriminating attitudes.

If we are in agreement that handicapped and able-bodied have the same needs to develop their potentials and live as productive beings, then we can also conclude that educational opportunities to develop these potentials should be available to both.

What are the educational knowledges that can be derived from a physical education program? A variety of sources provides this listing:

1. "Knowledge of the functional use of the body in its present status and an understanding of the problems it may encounter later in life; of the role of exercise in improving general physiological conditions; of the causes and prevention of muscular deterioration; and, of the relation between physical fatigue or tension, and relaxation." (Shea, 1961)
2. Knowledge of movement skills such as swimming, walking, jogging (in or out of a chair), that are designed to improve the quality of living and which "would serve to offset physical deterioration which accompanies the inactive years of later life." (Shea, 1961)
3. The awareness and appreciation of the need for physical activity and its role in health and in its importance for continued participation. ". . . that regular and lifelong activity will increase the efficiency of the individual and society." (Van Huss, Niemever, Olson & Friedrick). Evidence to this statement can be pointed to history such as the physical fitness era of Presidents Kennedy and Johnson and the tennis and jogging craze that the country is now enjoying. Even the National Wheelchair Athletic Association is considering the adoption of a Masters program so that older handicapped adults can still have a competitive outlet and a purpose for keeping in condition.
4. Being aware of the daily living demands placed on the body and the ability to meet these demands.
5. "Knowledge of a sufficiently wide variety of skills and techniques so that leisure time activities can be selected which are suited to the interests, needs and abilities of the individual student." (Johnson, Stolberg, Updyke & Schafer, 1966)

Thus, we can see that the values and knowledges derived from a physical education program apply to any individual, that such a program will be a lifetime benefit in terms of physical and mental health, and that our society will change from passive to active participants. With the passage of laws, the physically impaired individuals will be knocking on our doors for admittance into our institutions, expecting the same program considerations given to the able-bodied population.

In my observation, handicapped students who are independent, healthy and involved in physical education also have little difficulty in peer relationships, setting personal vocational goals and adapting their environment as needed. They have the knowledge and contacts to continue a lifelong program of activity.

In the remaining time, I will present a working model of a physical education program at the university level. It is hoped you will be able to select from this model ideas applicable to your own situation.

WHO CAN PARTICIPATE

If physical education is a requirement in your school, participants for an adapted physical education program can be identified by medical doctors or advisors. For those with no requirements, as it is at Wright State, the task becomes more flexible. The students decide if they want to become involved. They select the appropriate avenue of involvement with the advice of staff members.

There are two definitions which are employed to decide for whom the service should be available. One definition from the American Association of Health, Physical Education, and Recreation (AAHPER) provides the physical education viewpoint while the departmental definition governs the university acceptance of handicapped students for services. Adapted physical education as defined by AAHPER (1976) is:

> . . . a diversified program of developmental activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

The population defined by the HPR department includes those with a physical disability: neurological, skeletal, muscular, visual, cardiac, respiratory, speech, hearing, amputation, glandular or learning disability and those who fall into the direct and indirect service categories.

Any student meeting the departmental criteria automatically is eligible for adapted physical education and intramural athletic programs. But if a student is capable of participating in the regular program, he or she is encouraged to schedule for the basic instructional physical education (BIPE) courses and intramural activities. Because a person has an obvious impairment, the assumption that a special program is required should not be made.

CRITERIA

Evaluating the need for adapted physical education and intramural athletics is very similar to identifying the ability of an institution to offer any new program. The specific factors include:

1. The number and types of disability of students who cannot be serviced through the existing physical and intramural program.
2. The number of students who require one-on-one or small group teaching situations, specialized or adapted equipment which cannot be used in a regular course, or more personal attention that can be afforded by an instructor in a regular course.
3. The available facilities whether they be a separate room or building or an integrated use of existing facilities. At W.S.U. we use both a separate room containing adapted equipment and supervised by a trained staff member and the facilities used by all university members.
4. The availability of interested and knowledgeable staff and volunteers.
5. The financial and administrative support for the continuance of the program.
6. Interested participants.

THE STRUCTURE

Social awareness of the importance of programs for handicapped people, as described by Martin (1975),

> . . . are usually characterized by bursts of enthusiasm that can be related to the charisma of some individual or the dynamics of a historical event. The blind and deaf owe much to Helen Keller; the physically disabled to World Wars I and II (Veterans Administration, American Red Cross), and President Franklin D. Roosevelt; the retarded to the Kennedy family.

As an outgrowth of these bursts of enthusiasm, organizations such as Ski for Light, Bold, Inc., National Wheelchair and Basketball Associations and the United States Association for Blind Athletes (USABA) have provided the leadership within physical education for the physically disabled. They govern the rules, guidelines, equipment modifications, and competitive events throughout the country. With the development and growth of the adapted physical education and intramural athletic programs, contacts should be made with these established organizations. They will assist you with teaching ideas, equipment purchases and people to contact within your area. (See Appendix A.)

The physical education and intramural athletic programs at Wright State have found these organizations to be very helpful in the expansion and diversity of the activities offered.

The student objectives established for the total program are: to increase the student's awareness of his/her potentialities--physically and mentally, to provide an opportunity for the instruction of lifetime recreational pursuits, and to provide situations for competition. These objectives are accomplished through the two programs which are further broken down into the following:

Physical Education
Individual exercise
Leisure time activities
Mini-workshops
Credit course options

Intramural Athletics
Wheelchair Basketball
Regional Wheelchair Games
USABA
Bowling League
Cerebral Palsy Games

(See Appendix C for diagram of continuum.)

Physical Education

With the advice of medical personnel and the interests of the student, an individual exercise plan is designed to meet personal needs. Most students desire to develop strength, flexibility, relaxation, coordination, remediate posture problems, reduce/gain weight, or to become more proficient in activities of daily living. Plans are written in behavioral objective format with estimated goals the student should reach within a period of ten weeks. Daily workouts are recorded in distance, time, poundage or number of repetitions attained toward each goal. Thus, accurate performance levels are maintained on each student. This portion of the program is strictly voluntary and students usually spend two to five hours exercising per week.

Leisure time activities or adapted activities are provided for students who cannot engage in credit course offerings or the regular intramural activities. Rules, etiquette, equipment modifications, skill analysis and strategy are taught to the student. This is also voluntary.

To prepare for future programming of leisure time activities, consultants are brought in to demonstrate skills, to lecture on equipment and costs, and to provide information on community resources. Last year we had mini-workshops on self-defense, casting, and track and field. We anticipated future workshops on dance, blind and amputee skiing.

The credit course options provide the most diversity. There are two categories of courses, segregated and integrated. The HPR 105 Physical Education for the Disabled Student and HPR 100 Adapted Horsemanship are segregated courses with the basic instructional physical education (BIPE) courses comprising the integrated portion.

The purpose of the HPR 105 course is to develop physical abilities in relation to a student's movement potential. The course is designed to provide instruction and credit for the disabled student who cannot participate in the BIPE courses or in the BIPE courses under modified competencies. Contracts on physical performance levels are made between student and instructor. Contracts include readings on physical fitness, training methods, and/or on disability. Grades of pass/fail are determined by student's accomplishments on contract items and by passing a written examination on the readings. A medical and a precourse conference is required. Each class meets for one hour, three days per week for one credit hour.

The Adapted Horsemanship class is held at the Riding Centre, Antioch College, where qualified instructors, special mounting ramps, waist belts, pads and stirrups are provided. Information on care of horses, and purchase and cost of owning a horse is also included. One credit pass/fail is offered for the two-hour class.

The integrated category consists of the BIPE courses with and without course modifications. BIPE courses are competency based, thus students who pass a course will have developed a certain skill level. They are arranged in beginning, intermediate and advanced levels with one, two, and three credits respectively awarded. Again a pass/fail system still applies.

Providing modifications allows the disabled student to receive instruction and credit along with able-bodied students and for the able-bodied student to become educated on the abilities of the disabled person.

Modifications of the courses are individually assessed and agreed upon by the course instructor, student and adapted physical educator. They are accomplished by skill adaptation, skill substitution, equipment adaptations and/or time adjustments. (See Appendix B.)

Intramural Athletics

As students become more proficient and interested in comparing their physical skills and knowledges, they can elect to participate in a competitive outlet. A mixed bowling league of disabled and able-bodied students is held at a community alley and the activity provides competition and relaxation. Teams are composed of three students, one of which must be disabled. Rules governing substitutions and league play are also established.

Opportunity for high level competition and travel can be gained through regional wheelchair games, wheelchair basketball, regional blind competition and cerebral palsy games. Events require extensive practice and sound training methods such as interval training, isokinetics, aerobics, and isotonic programs. The available funds and student interest will determine the kinds of athletic events the students will enter. The Sports n Spokes magazine is an excellent reference for finding events which will be held during the year.

The emphasis of the intramural athletics program is placed on winning and competition and the emphasis of the physical education program is placed on instruction.

Personnel

It has been very advantageous to have the adapted physical educator involved in the teaching of credit courses and in the teaching of non-credit options. This bridge has allowed for the smooth transition in mainstreaming disabled students. In fact, other instructors have found little difficulty with the modification system and thus, the disabled student is no longer treated as a special case who needs special attention.

EVALUATION

Evaluation of the service will determine whether the program objectives are being met or whether adjustments, deletions, additions are needed. The program can be evaluated by the following:

1. Number of participants each program area contains.
2. Staff review of individual records of students and progress in terms of increases in flexibility, strength, endurance and weight control. Have they met at least 75 percent of their program goals?
3. Difficulties integrating students as reported by faculty and students.
4. Pre and post testing of students in terms of cardiovascular endurance and strength development. Scientific comparisons can be made indicating positive or negative results of the program.
5. Student evaluation of personal progress in areas of physical development and self-confidence.
6. Relationship of attendant hours used by students.

The quality of the program should be the prime concern for evaluation but as we are pressured by the administration and federal guidelines, the numbers become important.

CONCLUSION

The students who engage in physical education and intramural athletic programs will benefit by being physically able to cope with the demands of academic studies. Having enough strength to manipulate academic materials and having the knowledge of adaptations to manipulate his environment are additional benefits. Students will be more mentally alert and have the knowledge and necessary skills to enter into leisure time activities confidently. Lastly, they will be recognized for their physical abilities in a society which values sport ability as an acceptable means of integration.

APPENDIX A
RESOURCES

Organizations

American Alliance for Health, Physical Education and Recreation, Information and Research Utilization Center (IRUC), 1201 Sixteenth Street, N.W., Washington, D.C. 20036

National Wheelchair Athletic Association, 40-24 62nd Street, Woodside, New York 11377

National Wheelchair Basketball Association, Office of the Commissioner, 110 Seaton Bldg., University of Kentucky, Lexington, Ky. 40506

American Athletic Association for the Deaf, 7225 Ferguson Road, #1288, Dallas, Texas 75228

U.S.A.B.A. (Blind, College of Health, P.E. and Recreation, Men's Department, Western Illinois University, Macomb, Ill. 61455

Bulletin for Physical Education of the Blind, Assn. for Education of the Visually Handicapped, 919 Walnut Street, Philadelphia, Pa. 19107.

Committee on Recreation and Leisure Newsletter, President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

National Inconvenience Sports Association (Amputee), 3378 Walnut Avenue, Carmichael, California 95608.

APPENDIX B
COMPETENCIES FOR DISABLED STUDENTS WITHIN REGULAR BIPE COURSE OFFERINGS

Last year I assessed several students on their ability to perform within regular BIPE courses. The concern seems to be on the adaptations required for the disabled student to participate in skill courses. After assessing students in beginning swimming, bowling and archery, I found adaptations in skill to be the primary concern.

The procedures for admitting disabled students into a BIPE course(s) would depend on the following:

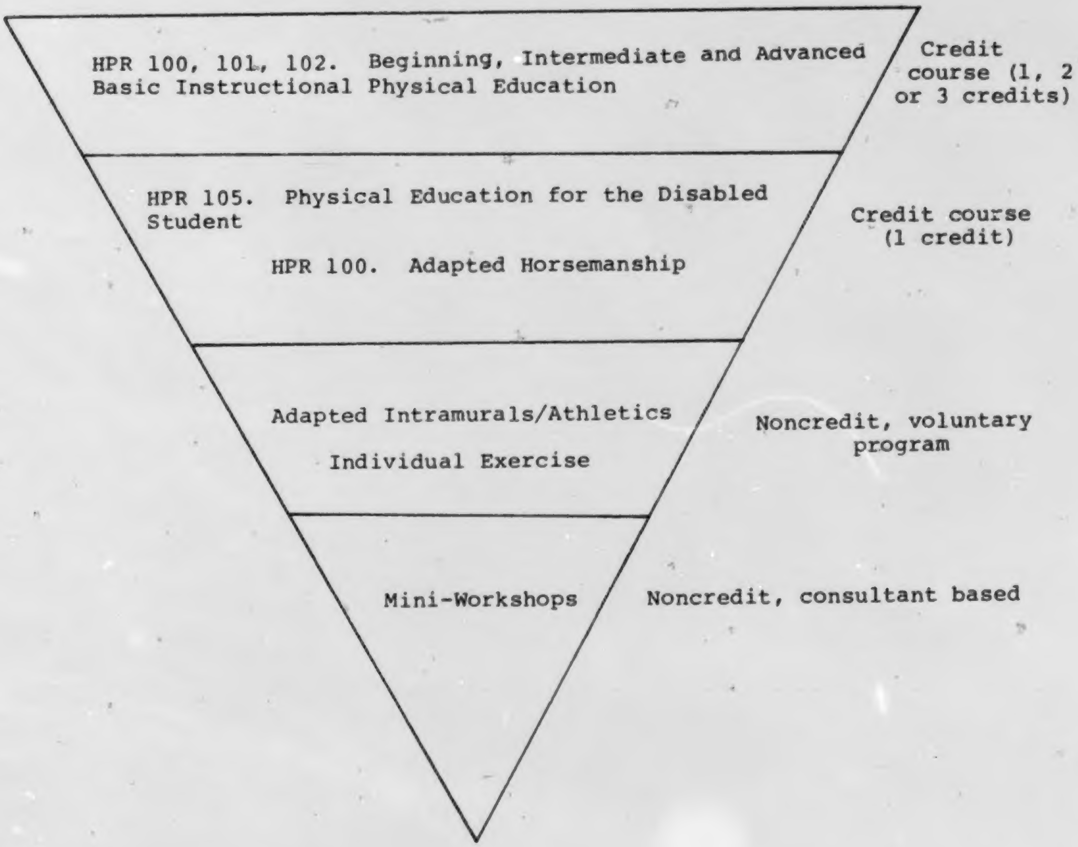
1. Submittance of a medical form from physician is required to be on file with adapted physical educator. The reasons for the request are:
   a. To avoid able-bodied students from taking advantage of the skill modifications.
   b. To aid instructors in deciding type of modification(s) required for the course.
   c. To have an accurate record system on types of disabilities, course modifications and other problems not readily observable; e.g., respiratory condition.
2. The disabled student is responsible for reading the competencies for a desired course and for evaluating his capabilities.
3. Then the student must make an appointment with the adapted physical educator to assess skill modifications prior to registration.
   a. To aid the student realistically in evaluating his potentials and abilities.
   b. To make the student aware of the modified skill requirements he/she will be expected to pass.
4. The adapted physical educator and course instructor will finalize competences. A copy will be given to disabled student and his grade (P/U) will depend upon completion of competencies.
5. Modification of competencies can be accomplished by one or a combination of the following:
   a. Skill adaptations
   Example: 1) Demonstrate ability to swim 25 yards using front crawl stroke incorporating flutter kick and rhythmic breathing.
   2) Perform standing front dive from side of pool.
   Modified: 1) Demonstrate ability to swim 25 yards using front crawl stroke incorporating rhythmic breathing.
   2) Perform sitting front dive from side of pool or from wheelchair.
   b. Skill substitutions
   Example: Glide and kick on back using flutter kick.
   Modified: Glide on back using elementary back arm stroke.
   c. Time adjustments to perform activity.
   Example: Swim 500 yards in less than 10 minutes.
   *Modified: Swim 500 yards in less than 12 minutes.
   (*Competencies related to time will be compared to norms established in Wheelchair Sports competition guidelines.)
   d. Equipment adaptations
   *Modified: Bow stabilization in archery.
   (*Scoring procedures will be same in this instance.)
6. Courses which are taken under modified competencies will be noted "Modified" next to the course listing on the transcript.
7. The responsibility of the adapted physical educator will be to consult the course instructor and to determine competencies for each student.

Those students who cannot participate within the regular BIPE course offerings may have the following options:

1. To participate in the Adapted Intramural Program activities to increase skill levels.
2. To elect to take the Adapted Physical Education course (1 credit hour) once it is approved.

APPENDIX C

CONTINUUM OF PHYSICAL EDUCATION OPTIONS FOR DISABLED STUDENTS


HPR 100, 101, 102. Beginning, Intermediate and Advanced Basic Instructional Physical Education
Credit course (1, 2 or 3 credits)
HPR 105. Physical Education for the Disabled Student
HPR 100. Adapted Horsemanship
Credit course (1 credit)
Adapted Intramurals/Athletics
Individual Exercise
Noncredit, voluntary program
Mini-Workshops
Noncredit, consultant based

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EDUCATION FOR HOMEBOUND HANDICAPPED STUDENTS VIA TELEPHONE--AN INNOVATIVE PROGRAM AT QUEENSBOROUGH COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Barbara Froehlich, Queensborough Community College

ABSTRACT

Queensborough Community College's Homebound Program is specifically designed to meet the higher education needs of individuals who, because of physical disabilities, are unable to attend classes on a college campus.

Through the use of conference telephone installations in twenty-nine classrooms on-campus, students may register and participate in Liberal Arts, Business and Career Courses conducted at the college, leading to the Associate Degree.

EXTERNAL EDUCATION PROGRAM FOR THE HOMEBOUND HANDICAPPED

Since the Spring of 1973, Queensborough Community College's External Education for the Homebound Handicapped has provided the benefits of postsecondary, degree education to the young and older adult population who are physically disabled and confined to their homes or institutions.

Without the development of special education programs meeting the particular needs of this population, homebound handicapped students are deprived of the right to intellectual stimulation and higher education, despite their capability to handle college level work.

Through the use of "live" classroom-to-home telephone-type instruction, a limited number of these students have been provided the higher educational opportunity by attending CUNY's pilot project at Queensborough Community College. Twenty-nine classrooms on the Queensborough Campus are equipped with conference telephone installations, thereby enabling homebound students to be admitted to a regular program of study leading to the Associate Degree.

The conference telephone system enables these students to enroll and participate in regular classes as they are being conducted on campus. At the beginning of each class session, the instructor dials the telephone numbers of the homebound students registered in the course section. As soon as the homebound students lift their telephone receivers, they are connected for the duration of that class session and are able to join in class discussion, ask questions of the instructor as well as become involved in the give-and-take of the classroom atmosphere.

The pilot project has proven to be highly successful and has demonstrated telephone instruction to be an effective nontraditional educational program. Within its four years of operation, the Homebound Program has rapidly grown to accommodate and fully service a greater number of students who are in need of our service. In addition, new courses and curricula options have been made available to homebound students, thereby enabling students to pursue an academic career as well as prepare for ultimate gainful employment.

The Homebound Handicapped--Who Are They--What Are Their Needs?

Whereas the New York City Board of Education provides instruction to physically disabled homebound students on the elementary, intermediate and secondary level, a full scale higher educational program within The City University of New York or elsewhere was not available for all students in this category who seek a college education and vocational training. As a result, the majority of these students have been virtually neglected and denied the opportunity to further their studies on a postsecondary level and hence denied the preparation for career fulfillment. Queensborough Community College has responded to the vocational and higher educational needs of the homebound handicapped by providing the opportunity for students to "attend" classes, via the telephone, leading towards the Associate Degree.

A search of the literature indicates the need for higher educational programs for the homebound handicapped which offer curricula options for training in-service occupations, is overwhelming. A review of available statistics for the New York City area shows that there are at least 100,000 homebound individuals across all age groups, including those in institutions. Certainly, included in this figure is a large percentage of homebound handicapped students in the college-age category who are deprived of any type of higher educational opportunity due to their physical inability to attend classes at a college campus. Attempts have been made to alleviate this situation to some degree by the construction of ramps and by the removal of architectural barriers for those disabled persons who are physically able to attend the college campus; however, very little, if anything, has been done to alleviate the problem for those potential students who are permanently confined to their homes and hospitals.

In addition, the need to continue implementation of college level career programs for the homebound handicapped is dire. A significant majority of severely homebound disabled individuals demonstrating higher level skills, intelligence and initiative are often forced to select a job which offers little or no incentive and minimal wages. These individuals are denied the opportunity to achieve economic self-sufficiency and, as a result, become financially dependent upon family resources and/or assistance programs. (Gentile & Housman, 1970)

Furthermore, the Human Resource Center study, "A Development Project in Self and Home Employment for the Homebound," reveals that industries, when made aware of the skills trained homebound handicapped individuals are able to contribute, are often interested in assisting in the development of homebound programs. Their interest is attributed to, not only their concern for the individual, but also the favorable economic consideration of employment of a homebound handicapped person does not occupy high-cost office space. In addition, with the development of new equipment which may be modified to the physical needs of the disabled, many tasks may now be performed by the disabled. The establishment of appropriate college-level career training courses, enables homebound handicapped individuals to develop vocational skills in the areas of computer programming, accounting, bookkeeping, typewriting, and dictaphone transcription. (Wieder and Froehlich, 1976)

Recognizing the special educational needs of the homebound population, The External Education Program for the Homebound was launched by the Division of Evening Studies, Summer Session and Continuing Education at Queensborough Community College in the Spring 1973 semester. The program had been initially subsidized by the Evening Student Government Association for the installation of ten Portable Conference Telephones; first semester enrollment (Spring 1973) totalled nine homebound students registered in twelve different courses in the evening session. In the Fall of 1973, Queensborough received a grant of $823 from the Vogler Foundation for the installation of ten additional Portable Conference Telephones, enabling the Homebound Program to service additional students. In order to accommodate the increased number of students, the program expanded into both a day and evening operation in the Fall 1973 semester. Currently, there are forty-eight faculty members who are voluntarily participating in the Program, teaching courses in Basic Educational Skills, Business, English, Health Education, History, Languages, Mathematics, Music, Physics, Speech Communication and Social Sciences.

Enrollment Statistics

Enrollment in the Homebound Program has quadrupled since its inception in the Spring 1973 session. During the 1976-1977 academic year, thirty-five matriculated students were registered in 127 different course sections in the Homebound Program. Approximately sixty-five students will be registered in the Program for the Fall 1977 semester.

Student Backgrounds

The background sketches of the homebound students present a most diversified picture. Their ages range from 18 to 58; however, a large majority of these students are in the mid-to-late twenties category. Their physical disabilities are varied and include cerebral palsy, rheumatoid arthritis, quadriplegia, post-polio, paraplegia, epilepsy, spinal cord injury, heart disease, multiple sclerosis, cancer, etc. A small number of students are patients hospitalized for the duration of the semester and will transfer off the Program when they are well enough to return to college for on-campus study.

All students admitted to the Homebound Program must be high school graduates or have earned the High School Equivalency Diploma. They are matriculated in the Liberal Arts, Business Transfer or Career Curricula.

Due to the nature of their physical disabilities, many homebound students are not able to cope with a full-time schedule of courses. As a result, the students generally register for an average of 6.0 credits. Past semesters have proven that, on the whole, the homebound students are highly motivated and have attained high levels of academic performance.

SPECIAL SERVICES AND MATERIALS PROVIDED TO HOMEBOUND STUDENTS

A major grant award received this academic year from the United States Office of Education, under the Regional Education Program for Handicapped Persons, has enabled the Homebound Program at Queensborough Community College of the City University of New York to continue and prepare for future expansion in student enrollment and services. During the 1976-1977 fiscal year, grant funds have absorbed the Program's extraordinary operational costs: personnel; tutoring; purchase of classroom telephone conference units; and telephone message unit costs. In addition, the funds have made expansion of student enrollment possible for the Fall 1977 semester and have enabled additional support services to be made available to the homebound handicapped students.

Counseling Activities

The counseling activities of the Homebound Program are directed by the basic notion of being "proactive." This means that planning and anticipation of future steps are encountered, prior to their becoming a crisis situation and need a "reactive" counseling. With that goal in mind, all homebound students undergo academic counseling; with some, this is a beginning of the vocational counseling process.

When necessary, financial and personal counseling takes place. A round of visitation is implemented so that the students and staff meet each other face-to-face. In this process, and when applicable, a visit to the agency, where the student resides and meeting the local staff takes place.

Most of the above activities are conducted on an individual basis. In addition, a group activity, via a conference call, is held on a weekly basis. During such conferences, the students share experiences, information, fears, needs, solutions to problems and some social aspects. One such need discussed has been strategies in test taking.

From time to time, a number of students are able to come to the campus to meet with their instructors, classmates and the External Education Program for the Homebound office. Such visitations require some preparations from the Homebound office.

The counseling staff tries to maintain contact with the students' sponsoring agency to assure maximum coordination. For other students, whose needs are larger than can be provided at present, other resources are sought. The counseling staff is also involved in recruitment activities as well as developing new possibilities for Homebound students on campus.

Tutorial Program

The Homebound Tutorial Program began in the Fall 1976, servicing twenty-four students during this 1976-1977 academic year. During the Spring 1977 term, tutorial assistance was offered in the following areas: English, Mathematics, Business, Basic Educational Skills and Music.

Tutors are recruited as a result of a request from either a student or an instructor. Tutorial assistance is generally incorporated into a student's program early in the semester as to avoid unnecessary hardship for the student. In most cases, tutors are assigned when a student has difficulty following the coursework, is behind, or is failing. It is evident from Table 2 in the Appendix that the majority of students receiving tutorial assistance are enrolled in Mathematics or Business courses, for which the visual element is very important. In these cases, the tutor provides a vital link between class and student. Four students received assistance in English and Basic Educational Skills courses. For these courses, tutorial time is spent in reading to visually handicapped students or in helping students to improve their composition skills. In the recruitment of tutors, it is extremely important for a tutor to have advanced skills in a particular area; however, we are discovering that, often, a tutorial situation works out better if the tutor is a recommended student coming directly from the class or from another section of the course taught by the same professor. This way, the tutor functions as an excellent liaison between the student and professor, helping the student in such a manner that is acceptable and desired by the professor.

Equipment

During the fiscal years 1976 and 1977, project funding from the New York State Education Department, under the Vocational Education Act, enabled Queensborough's Homebound Program to incorporate vocational education programs--Accounting, Data Processing, and Secretarial Sciences --within the course/curricula options, thereby preparing homebound individuals for careers that will enable them to become self-sufficient. The following courses within the career programs have been available to homebound handicapped students as of the Spring 1976 semester:

- Accounting I
- Accounting II
- Intermediate Accounting I
- Typewriting I
- Typewriting II
- Machine Transcription
- Medical Office Practice and Transcription
- Introduction to Business Data Processing
- Computer Programming for Business Data Processing

Specific course related equipment--IBM Selectric Typewriters, Dictaphone Transcription Machines, Transcription and Typewriting Course Tapes, Portable Execuport Terminals, Filmstrip/Cassette Tape Projects, and ALEX materials were purchased for placement in students' homes for the duration of their courses. Students are thereby enabled to be registered in the above courses conducted at Queensborough Community College, taught by faculty who have volunteered to participate in the program, and complete all the required laboratory assignments within their homes.

Language Laboratory Tapes

Many language courses require attendance in the language laboratory. All language laboratory sessions have been recorded on cassette tapes and are delivered to homebound students for their use during the semester. Language laboratory tapes are the property of the Homebound Office and are returned to the office at the end of the semester.

Classroom Notetakers

Volunteer notetakers in each participating class are recruited to duplicate chalkboard notes on carbon paper and mailed to students on a weekly basis.

Administration of Examinations: Home Visitations

Home visitations are essential in order to develop personal relationships, provide adequate counseling and guidance, and administration of placement tests and course examinations. Visitations to prospective students are made throughout the course of the year by the staff in the Homebound Program Office. Staff and veterans working in the Homebound Program often proctor course examinations in the students' homes.

PROJECTIONS

Over the years, the telephone-to-home classroom instruction has demonstrated to be a viable educational medium for homebound handicapped students. Our HEW sponsored project, "The City University of New York Program for the Homebound Handicapped" is expected to serve as a model for duplication at other universities, on a national basis. The need for similar programs throughout the United States is vital. Our project is servicing a significant number of homebound handicapped students within the New York City area; however, this need is just as great for this population within all areas of the country. It is most important that other universities within key regional areas of the United States recognize the need for the extension of such services for their student population and, hopefully, set up on their campuses programs to meet the needs of the homebound handicapped

As the news spreads of our grant and of our Project's goals, widespread interest in this form of extension education has been expressed by other universities and colleges. Recently, we assisted Barnard College in the development of a classroom-to-home telephone program established for a recent graduate of our Program who transferred to Barnard College this spring. A number of additional universities throughout the United States have also expressed great interest in our Program. Many have requested to meet with us to explore the potential of similar programs on their campuses. Our consultation services for such program development is available to interested institutions, free of charge. We are hopeful that many institutions, nationwide, will recognize and respond to the higher education needs of our homebound handicapped student population. With all the progress we have made in providing higher education to the homebound, the surface has only been scratched in answering their vocational educational needs.

REFERENCES

Gentile, Frank and Housman, Roberts. "A Development Project in Self and Home Employment for the Homebound," INA Mend Institute, 1970.

Wieder, Benjamin and Froehlich, Barbara. "Business Education for Homebound Students," Educational Technology (October, 1976), 47-48.

APPENDIX

TABLE 1

TUTORIAL PROGRAM TALLIES: SPRING 1977

Course Description	Number of Students Receiving Tutoring
Technical Mathematics	1
Mathematics 33--Number Systems	1
Mathematics 10--Basic Mathematical Skills	2
Mathematics 21--Fundamental Mathematics	1
Business 82--Typewriting II	2
Business 51--Computer Programming for Business Applications	1
Business 12--Principles of Accounting II	1
English Composition II	2
English Composition I	1
Introduction to Music	1
Basic Educational Skills	2

TABLE 2

DEPARTMENTAL BREAKDOWN OF STUDENTS RECEIVING TUTORIAL AID

Department	Number of Students
Mathematics	5
Business	4
Music	1
Social Sciences	0
English	2
History	0
Sciences	0
Basic Educational Skills	2

TABLE 3

NUMBER OF COUNSELING CONTACTS MADE DURING MARCH & APRIL 1977-L311

DISABILITY	No. of Persons*	Academic	Administ.	Financ.	Group	Personal	Visit.	Placement	Totals
Blindness	1	4	-	-	1	1	-	-	6
Cancer of Spinal Cord	1	6	5	-	-	-	1	1	13
Cardiac Condition	3	21	3	1	3	5	-	1	34
Cerebral Palsy	3	17	7	1	4	2	2	-	33
Diabetics	1	1	2	1	-	1	-	-	5
Emotional Problems	1	7	1	-	2	-	4	-	14
Epilspsy	2	12	5	2	2	-	-	-	21
Knee Condition	1	9	3	-	1	-	-	-	13
Lower Back Derangement	1	5	2	2	3	-	2	1	15
Multiple Sclerosis	4	30	10	1	4	2	2	-	49
Muscular Dystrophy	4	31	14	2	6	1	3	1	58
Neurological Impairment	1	13	1	2	-	-	4	-	20
Osteomyelitis	1	7	1	-	1	-	-	-	9
Paralysis	1	6	1	2	-	-	-	1	10
Paraplegic	1	3	1	-	-	1	3	-	8
Pernicious Anemia	1	4	1	-	-	-	-	-	5
Post Polio	3	28	17	2	2	2	3	1	55
Quadriplegic	2	12	6	7	1	-	1	-	27
Rheumatoid Arthritis	3	22	5	-	4	3	1	1	36
School Phobia	2	16	13	5	5	-	2	-	41
Spinal Injury	2	8	6	4	-	-	-	-	18
TOTALS	39	262	104	32	39	18	28	7	490

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*Please note that the total number of persons contacted (39) exceeds the total number of students registered in the program during the Spring 1977 term (34). The reason for the discrepancy is that several contacts were made with students who had previously graduated or on-leave from the college.

TABLE 4

TUTORIAL RECRUITMENT

Course	Tutor is the Student's Classmate	Tutor is from another section of same course	Tutor is from Outside
Technical Mathematics		X	
Mathematics--Number Systems	X		
Mathematics--Basic Math. Skills	X		
Mathematics--Fundamental Math.	X		
Business--Typewriting II			XX[a]
Business-Computer Prog. for Bus. Application	X		
Business-Principals of Accounting	X		
English Composition II			XX[b]
English Composition I			X[c]
Introduction to Music	X		
Basic Educational Skills			X[c]
Basic Educational Skills			X[d]

[a] Both of these tutors worked with these same 2 students last semester; although each tutor has now completed the typing curriculum, they are former students of same professor and not really from the outside.

[b] This tutor is a graduate social work student and former Queensborough English tutor.

[c] This tutor has a BA Degree in Education and works part-time in Queensborough's testing and evaluation program.

[d] Maureen Nolan, former Queensborough Homebound student, now attends Barnard College at Columbia University.

SUMMARY OF DISCUSSION ON PREADMISSION/ADMISSION COUNSELING

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Preadmission/admission counseling serves several purposes. These include:

- providing time for institutional planning and budgeting for necessary support services
- disseminating valid information so that the disabled student can plan for his/her needs
- providing counseling to students who are unsure of their vocational/educational objective

There are several good reasons for early identification of the disabled student who will require support service. The real issue seems to be, "Can prospective students 'trust' institutions to use information to assist rather than limit their participation?"

Post admission identification of the disabled student may be necessary for compliance with Section 504 regulations. It has the added advantage of better protecting the right of the student relative to admission to the institution. Depending on the institutional resources, there are several methods which can be used to identify students. At the preadmission level, these include:

- question on the application
- tear-off forms to be returned to the department for handicapped persons
- self-referral by student
- referral from other institutions, offices or community agencies

At the post admission level, these include:

- forms completed at the time of registration
- referral from other offices, i.e., financial aid, parking office, etc.
- word of mouth
- health forms (if it is clear on the forms how the information will be used)
- self-referral

While it is hoped that through in-service training and experience, all offices will provide necessary information to the prospective student with a disability, presently most of the preadmission/admission work must be done through the office that coordinates the services for the disabled students. This has the advantage of putting the prospective student in contact with other disabled students who can share successes/failures and methods of adaptation at an early stage.

Recruitment should be viewed as a necessary activity for institutions seeking to integrate students with disabilities. An active recruitment program through alumni, college days and brochures specific to support services can be used to reach persons outside of the institution as well as increase awareness of the present student population.

SUMMARY OF DISCUSSION ON HOUSING, ATTENDANT CARE AND ACTIVITIES OF DAILY LIVING

Issues to be discussed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Discussion centered on the two different approaches to an attendant care program. In one, the university takes an active role in hiring, training, and paying attendants. In the other, the university acts as a resource for locating potential attendants and providing minimal training, with the employment being done by the student. Some factors that must be considered are liability, student capability, and attendant availability.

Generally, disabled students should have the same housing options as ablebodied students. Appropriate and effective procedures for evacuation need to be developed by the university in consult with local fire marshals or other appropriate persons.

SUMMARY OF DISCUSSION ON TRANSPORTATION/PARKING/DRIVING

Issues to be addressed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Transportation

Adapted transporation service provides access to students who have no other means of reaching campus. As an on-campus system, it should be used to provide access to all facilities and services on very large campuses.

There appears to be no immediate or general solution to the issue of community vs. university transportation systems. If transportation is provided by the university as a special support service (i.e., campus transportation is not generally available), the university should investigate the possibility of using federal funds to refit buses or CETA funds for driver salaries.

Parking

Adjacent parking is an essential service for individuals with mobility limitations. Parking spaces that are a minimum of 12 feet are necessary for the wheelchair user. Access from the parking lot to the building should be direct. Curb cuts should be close to designated parking. Some methods for providing accessible parking include: (1) keyed lots (2) use of adapted transportation from commuter lots (3) sticker-designated parking which permits access to any parking area on campus (4) scheduled useage of a few spaces.

Driver Education

Driver training can provide greater independence to the individual with a disability. More commercial driving schools now offer driver training, using hand controls. As with any driver education program, the emphasis must be on a good basic instruction. For the disabled individual this includes instruction in proper and efficient transfer methods.

SUMMARY OF DISCUSSION ON INTERPRETER SERVICE/NOTETAKING

Issues to be discussed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Interpreting refers to paraphrasing what has been said. Translating is signing every word. The oral method involves signing and mouthing simultaneously.

The most difficult problem in implementing this service is finding a sufficient number of qualified interpreters. While more interpreters are being trained, it will be several years before the supply meets the demand.

Funding of the service may be shared with the vocational rehabilitation agency. While it appears that the institution has the responsibility to ensure availability, they can cooperate on cost and implementation with other agencies.

The Registry of Interpreters for the Deaf is the single largest source of interpreters. Local communities frequently maintain interpreter rosters through vocational rehabilitation and organizations of deaf individuals.

Qualifications of interpreters should be reviewed prior to hiring. The level of certification, as well as a consumer panel interview, may be used to ensure high quality.

Notetaking was viewed as a matter for the deaf student to handle. The student may choose to hire a notetaker rather than taking his/her own notes.

SUMMARY OF DISCUSSION ON LIBRARY SERVICES AND TESTING

Issues to be addressed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Some of the participants felt that the services of the library, including special equipment, should be available for all students to use. Because of the tax-supported status of most libraries, some participants felt that libraries should be open to the general public.

Several schools have developed taping services as a supplement to existing taping centers. Since textbooks can be ordered free from these centers, some felt that university based taping programs are a waste of time and money. Some participants felt that each state should have a library for the blind much like the Iowa-based model. If a university does provide this service, it was felt that the institution should recognize that they are doing someone elses job and initiate plans to improve the existing service. The institutional service should be viewed as an interim measure.

There was some discussion about library aides and the potential for utilizing their time as readers. It was agreed that some training is necessary to ensure that reader/aides know the library and have a clear understanding of their function, i.e., readers do not research and write papers for students. It was generally felt that one individiual in the library should coordinate this activity.

A spokesperson for the National Federation for the Blind said that his organization was instrumental in inserting the requirement of 504 that readers must be provided and that this was meant for quick reference, not for hours of reading. If the blind student needs extensive reading, he should bring his own reader with him to the library. He felt that there was much misunderstanding regarding this requirement of 504.

The group specifically wanted sources for obtaining reading material for the blind and the following sources were given:

American Foundation for the Blind
American Printing House
15 W. 16th St.
New York, New York

Recordings for the Blind
215 E. 58th St.
New York, New York 10022
Note: (free if you state you are blind or otherwise unable to use printed material)

American Printing House for the Blind
Central Catalogue (braille, records, large print)
1839 Frankfort Ave.
Louisville, Kentucky 40206
(this is the best catalogue)

National Federation of the Blind
218 Randolph Hotel Building
Des Moines, Iowa 50309

If a special reading room is established for the blind, the following equipment should be available:

- typewriter
- tape recorder
- Perkin's Brailler
- closed circuit TV

TESTING

Tests should measure what they are intended to measure and not the effects of the disability. Adaptations should equalize and not give an advantage to the student with a disability. The key factor seemed to center on how to do a fair assessment with the student and professor. For example, a deaf student may understand a concept but lack the language development necessary to deal with a given test. The use of tests has been generally under review by many groups. It may be that we need to develop newer and better ways to evaluate progress and achievement for all students.

Several resources were given:

- for adaptation for deaf students contact

  Judy Drollsberger
  Program for Hearing Impaired
  C. S. Mott
  Flint, Michigan

- Iowa Commission for Blind has developed procedures for administering the G.E.D. test to blind individuals.

SUMMARY OF DISCUSSION ON COURSE MODIFICATION/ADAPTATION AND WAIVER

Issues to be discussed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

It appears that the primary problem is not changing courses, but rather that there is a need for remedial course work to better meet the needs of incoming students. Colleges with open admissions are especially aware of this problem.

Discussion centered on the question of

> To what extent should we award a degree to a disabled person who is majoring in a field that we think will limit the student's employability?

Generally, it was felt that the institution has the same advisory responsibility to the handicapped student as it does to the ablebodied. We, too frequently, underestimate the handicapped person's determination and ability. Each individual should have a free choice of their own education and vocation. We have insufficient information to tell others that they will not be able to do something. While obstacles can and should be discussed, the final choice belongs to the individual. Most students choose areas of high interest. It is preferable for students to choose an area which interests them than to be pushed into a field in which they lack interest.

Course modification should be used as a viable tool for individuals with physical disabilities. This is now a mandate under Section 504. Modifications, however, should facilitate the success of the student without compromising the standards of the degree program.

In-service meetings with faculty and students can help to clarify the concept of modification. Institutions should utilize existing human resources in engineering departments and physical plant operations to assist in modification.

SUMMARY OF DISCUSSION ON CAREER PLANNING AND PLACEMENT

Issues to be discussed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Discussion centered on the institution's responsibility for career planning and placement. It was generally felt that career planning and placement is the logical conclusion to postsecondary education. As such, both the ablebodied and disabled student should expect to receive the benefit from such a service.

The institution has a responsibility to educate the business community on the capabilities of its disabled graduates. Some participants felt the institution has an additional responsibility for developing students' interests, providing appropriate experience and actively developing the job field.

On-the-job training activities were discussed but no consensus was reached on its usefulness or appropriateness.

SUMMARY OF DISCUSSION ON SPECIAL SERVICES FOR THE ACADEMICALLY UNDERPREPARED

Issues to be addressed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

The "open door" admission policy increases the chances for a larger enrollment of academically underprepared students. Many postsecondary institutions have already developed services to meet this need.

A three step plan for implementing developmental education programs was discussed. It includes:

Identification of Needs

- early admissions testing
- past history
- referral from agencies

Resources to Aid in Program Development

- utilize outside resource people who are knowledgeable
- develop in-service training for faculty and staff, to sensitize them to the problems that exist
- involve instructors trained in area of special education
- develop testing and evaluation procedures

Develop Programming to Provide a More Positive Image of Student and Institution (Destigmatization)

- attract and serve heterogeneous population
- recruit the active participation of faculty
- arrange for academic credit for developmental programs
- use peer groups for support
- use research to document results

SUMMARY OF DISCUSSION ON PHYSICAL EDUCATION AND INTRAMURAL ATHLETICS

Issues to be addressed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

It was generally felt that physical education programs should emphasize lifetime sports over organized competitive sports activites. A comprehensive program, however, will include:

- leisure time activities
- instruction
- competitive sports program

Free choice and the available options are the key to increase the level of student participation, particularly the handicapped student. It was felt that disabled students can be integrated into physical education programs without an extensive medical orientation. Programs can be started as small pilot activities, perhaps on local funding, before being made a part of the regular curriculum or activities program.

SUMMARY OF DISCUSSION ON HOMEBOUND INSTRUCTION

Issues to be addressed:

- Why should the service be provided?
- For whom should the service be available?
- What criteria are used in identifying the need for the service?
- How should the service be provided?
- What criteria are used to evaluate the service?

Homebound instruction is not a substitute for an on-campus educational experience. This type of instruction should be viewed as one vehicle for extending the educational program to individuals who cannot be on campus. Generally, it should be used for persons who are temporarily not able to get to the campus. It may also be viewed as an innovative approach to the concept of continuing education.

RECOMMENDATIONS ON "SERVICE COMPONENTS"

POSTSECONDARY INSTITUTIONS

- Present diagnostic and evaluative tools for vocational evaluation and/or placement must be evaluated relative to their effectiveness for use with the disabled person.
- Faculty members have a key position in providing equal access to disabled students. In-service training on appropriate methods of course modification/adaptation and evaluative measures of performance must be implemented.
- Course waiver/substitution should be used only when it can be demonstrated that modification/adaptation is not feasible.
- Homebound instruction should be used as a last alternative only and not as a measure of circumventing the spirit of integration.
- A method for ensuring the availability of qualified interpreters as needed must be developed.
- Disabled students should be encouraged to participate in co-op, internship, work-study, and other experiential programs. The institutions should ensure equal access to these programs.
- The experience of handicapped graduates and employers of handicapped persons should be utilized in working with disabled students and potential employers.
- All activities and publications aimed at prospective students should include information on services available to handicapped persons.

GOVERNMENT: FEDERAL AND STATE

- The federal government should coordinate the collection of information on resources and services for handicapped students at the postsecondary level through the State Department of Education.
- Funds to develop essential support services for the integration of handicapped individuals at the postsecondary level are necessary. Grants, individual and institutions subsidy, as well as contracts and loans, should be reviewed as possible vehicles for providing such resources.

BUSINESS AND INDUSTRY

- Private community housing that is accessible to handicapped persons is limited. The type and quantity of housing options should be studied to get accurate information on present availability and future needs.
- Experiential work programs for handicapped students such as co-op, internship, and work-study are viable means for business and industry to use to develop better methods for integrating handicapped workers.
- Diagnostic and evaluative tools used to assess potential employees should be evaluated to ensure that they measure ability rather than the physical limitations.

CONSUMER

- Disabled persons should investigate all options in choosing a postsecondary education program. The institution should be chosen based on its ability to provide the necessary program (both physical and academic) to support the individuals personal goals.

- Disabled individuals have a responsibility to know and exercise their rights effectively.
- Consumers should provide institutions with necessary and appropriate information about the disability to ensure the availability of appropriate and necessary support services.
- Experiential work programs are valuable routes for attaining work experience. Disabled students should work with placement personnel to assure accessibility of their program.

Attitudes

THE INSTITUTION AS A CHANGE AGENT RELATIVE TO ATTITUDES TOWARDS PEOPLE WITH DISABILITIES

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ABSTRACT

This paper deals with the role an institution of higher learning should take with regards to disabled students. It includes suggestions for the commitment of institutional resources, procedures for influencing the attitudes of able-bodied students and faculty, as well as ways to involve disabled students in the process.

INTRODUCTION

The recent signing of the regulations for Section 504 of the Rehabilitation Act of 1973 and the implementation of Public Law 94-142, as well as the White House Conference on Handicapped Individuals, have dramatically focused attention on the disabled population of this nation. It is apparent that the time has come for all institutions of higher learning to actively strive to provide disabled students with better educational opportunities. Administrators, therefore, are faced with developing and implementing policies and procedures which will assure that disabled individuals have full access to college programs.

The purpose of this paper is to deal with a number of issues related to the role which an institution of higher learning should take with regards to positively influencing attitudes towards people with disabilities. It includes suggestions as to how institutions can actively become involved in the process of changing attitudes, the kinds of institutional resources which need to be committed, procedures for positively influencing the able-bodied students, faculty and staff, and how to involve the disabled students in the process. Most of these suggestions are based upon our experience with the multi-handicapped population at Gallaudet College.

THE INSTITUTION AS A CHANGE AGENT

Campus communities like to think of themselves as enlightened people who carefully consider the merits of an issue and also pride themselves on their humanitarian efforts. Members of the campus community, especially the students, frequently try to influence the thinking of the general public by bringing attention to specific issues. Institutions of higher learning are now in a position to help move the general population towards greater understanding and acceptance of disabled citizens by setting a positive example of making their programs accessible and actively working to positively influence the attitudes of the able-bodied people towards the disabled.

It is essential that the chief administrative officer of each institution give wholehearted endorsement to accommodating the special needs of the disabled students. When such a positive attitude exists in the office of the chief administrator, it permeates through the chain of command so that subordinates enact procedures which are conducive for the disabled to succeed. On the other hand, if the chief officer is uncommitted or less than enthusiastic about providing for the special needs of disabled students, subordinates tend to move very slowly at implementing programs or procedures.

The hiring of disabled people to fill meaningful positions is one of the strongest commitments which an institution can make as a change agent. In order to be effective, the disabled employees must be given important responsibilities and made visible on and off campus.

Using an example from our experience at Gallaudet College may be helpful to illustrate my point. The Department of Counseling admitted a 27-year-old deaf-blind male to the master's program in 1972. He was supported by the Division of Vocational Rehabilitation of the District of Columbia which provided him with an interpreter for all his courses, in addition to a number of other support services. Throughout the two years of training, members of the faculty worked closely with his rehabilitation counselor to insure that she was informed about his academic progress as well as his declining vision. We interpreted for special eye examinations at the National Institute of Health and provided supportive counseling when personal tragedies occurred.

This deaf-blind man not only provided new insights for the faculty and students (since most of us had never previously been involved with a deaf-blind person), his presence also had a profound impact on the entire class of graduate students. We all became more sensitive to his needs and the special problems of deaf-blind people. We all learned to make the extra effort to include him in our social activities and to insure that he was aware of conversations going on within the room. We also invited in deaf-blind guest speakers and visited various centers which serve the deaf-blind so that we, as well as he, would be better informed about this disability.

Upon graduation, he was employed by the Public Service Programs of Gallaudet College as the Special Assistant for Deaf-Blind Programs. As a result of his skill and dynamic personality, this man has been instrumental in helping the College to become an information resource on visual impairments commonly found among deaf persons. He regularly participates in workshops on deaf-blindness around the country; has been instrumental in helping to create special educational and recreational programs which bring deaf-blind children and adults to campus on a regular basis; has worked with the National Institutes of Health to create a model eye examination program which hopefully will be used with every school-age deaf youngster in the country; responds to inquiries from families and agencies; and provides information about deaf-blindness to community and charitable groups. During the past year, he starred in a production known as The Touch, which is a modification of the play, Butterflies are Free. A number of dramatic performances were given around the country to raise money for specialized communication equipment which allows deaf-blind persons to talk with one another in distant cities. More recently, the play was made into a movie which will be used to educate, as well as entertain, the general public about the special needs of deaf-blind people.

In summary, through the efforts of one man, a great deal has been done to focus attention on one segment of the population which was being overlooked, the deaf-blind. The College, without a great deal of expense, has been able to bring together people who are knowledgeable in the area of deaf-blindness so that publications have been generated and research undertaken. The greatest benefit, however, has been the realization that deaf-blind people are not people we need to fear, nor do they need our pity; instead, we discovered that they have similar needs to able-bodied persons and basically they want to be treated like fellow human beings. They want to be accepted as a person who happens to be deaf-blind rather than the emphasis being that they are deaf-blind and happen to be human beings.

INSTITUTIONAL RESOURCES

I would now like to briefly describe the Student Special Services (SSS) project on the Gallaudet campus because it serves as the vehicle through which the resources of the institution have been mobilized for the benefit of the multi-handicapped undergraduates.

As most of you know, Gallaudet College is a liberal arts college designed to primarily serve deaf persons and as such almost the entire undergraduate population can be classified as severely disabled. Since 1974, the SSS project, through a grant provided by the Office of Education, has provided support services to deaf students on campus who have additional physical disabilities. Blindness, cerebral palsy, and paraplegia have been among the secondary disabilities of students who have been helped through SSS. Support services have included: providing wheelchair pushers, interpreting for deaf-blind students, typing notes in Braille, ordering textbooks in Braille, obtaining repair services for wheelchairs, tutoring, counseling, and a host of other services (Kaika, 1977). In order to provide these services to the 60 or so SSS students during the past academic year, Gallaudet College employed two full-time professionals, a secretary, 27 student aides, and had the part-time services of five graduate students who were assigned for practicum experience. As you can imagine, all of this requires money, hard work, and a great deal of coordination on the part of the SSS staff to deliver the necessary services.

As Gallaudet prepared to provide for our multi-handicapped students, a number of committees were established to involve faculty, administrators and students in planning for the needs of these people. One committee focused on architectural barriers on campus. A second committee served as an advisory board to work with our SSS project. Through the efforts of these committees, members of the campus community became informed about the special needs of multi-handicapped students. Also, as a result of their recommendations, extensive modifications were made throughout the campus to improve accessibility of buildings, parking lots, and restrooms.

It came as a surprise that many Gallaudet faculty members seemed to have some of the same difficulties adjusting to the needs of the multi-handicapped as one might expect from educators who never worked with disabled students. Although our faculty is accustomed to teaching deaf students, many were hesitant about working with deaf-blind or youngsters who had other secondary disabilities. However, through the personal contact made by the SSS staff with teachers who had multi-handicapped deaf students in their classrooms, and through a faculty orientation program and other in-service efforts, we discovered that Gallaudet College could effectively influence the attitudes which faculty members have toward the severely disabled. We found that as faculty members became informed about the special support services which were available and as they were given specific suggestions regarding classroom procedures for the disabled students, that their anxieties subsided and their willingness to work with these undergraduates increased.

Likewise, students who served as attendants, wheelchair pushers and interpreters for severely disabled undergraduates quickly developed friendships and obtained a new appreciation for their resourcefulness and resiliency. Having the opportunity to work closely with the multi-handicapped students has led several graduate students, as well as a number of undergraduates, to modify their career plans in order to devote their time and energy to working with the severely disabled.

ROLE OF THE DISABLED STUDENT

It is essential that disabled students have the opportunity to exchange information and provide feedback as to their needs and the services being provided by the institution. My suggestion is that this information be channeled through the coordinator of the program for the disabled so that the students may be very candid in their remarks. These feedback sessions should occur at least twice a semester to allow time to make any necessary modifications in services which are being provided.

Another suggestion is that each institution have an ongoing orientation program for all staff and faculty to acquaint them with the disabled student population. As a part of this in-service, carefully selected disabled students should be involved in activities to educate the faculty and staff about their special needs and capabilities.

A popular course in our graduate program is a seminar which invites panelists to speak about their disability and how it affects their everyday activities. Invariably the graduate students and the panelists report that they benefit greatly from this exchange, and everyone seems to develop greater insight and appreciation from the frustrations which may accompany a disability.

As new buildings are planned, old buildings remodeled, and the curriculum revised, disabled students need to be included on planning committees and consulted so that they have the opportunity for input and can provide necessary insights to architects, faculty and administrators (Fields, 1977). No one can spot accessibility problems as quickly as a person in a wheelchair so I believe that their expertise should be drawn upon! Similar awareness of highly specialized areas is also true for many other disabled groups, such as the visual interference found in many buildings which distracts deaf students who are dependent upon sign language for communication.

Frequently, disabled students need classes to help them learn more about their own disabilities and those of others. Several deaf people have shared with me that no one ever explained their deafness to them. In fact, on occasions when deafness was to be covered in class, professors skipped over the material saying that since everyone in class was deaf, they already knew the subject thoroughly so it was unnecessary to cover it. I believe that most disabled people could benefit significantly from becoming knowledgeable about their particular disability.

Simulations can be an effective way to raise the consciousness of the able-bodied student population. Activities such as spending a day in a wheelchair, using earplugs and/or wearing a blindfold can effectively heighten the level of one's understanding for a disability. When included as part of a week-long activity, these can be very effective. Deaf Awareness Week (or similar disability weeks) which emphasize the specialized needs of a disability group and their capabilities can do a lot to bridge the gap in understanding and acceptance between the able-bodied and disabled on campus. Naturally, disabled students should play very active roles in projects of this nature to insure that the appropriate information and attitudes are covered.

I believe that disabled students must be willing to go more than half way to overcome the fear on the part of able-bodied students and faculty. I mean by this that the disabled student must usually take the initiative. Although there are many more able-bodied people on most campuses, time and again I have observed that the most positive results occur when the disabled person extends himself to become involved with the able-bodied population. Often, if such initiative is not undertaken, the able-bodied person will ignore or simply avoid all contact with the disabled students.

SUMMARY

Gallaudet College, along with other institutions of higher learning, has been trying to provide for the special needs of disabled students. Some of our efforts have been more successful than others; however, our experience indicates that effective services and programs can be developed when there is strong support for such an effort exhibited by the chief administrative officer. Hesitant faculty and students usually become supportive of special programming for the disabled when they are involved at the planning stage and have the opportunity to participate in well designed in-service programs. Disabled students must play an active role. They can be valuable as consultants for the design and remodeling of physical facilities and definitely should be involved with the in-service activities to orient the faculty and staff.

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THE HANDICAPPED ETHNIC MINORITIES

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ABSTRACT

This paper deals with some of the special needs of nonwhite handicapped college students. In dealing with this population, we must take into account the historically documented racism and discrimination practiced against nonwhites and handicapped persons. Nonwhite handicapped students have problems both of degree and of kind. Therefore, an extensive battery of services must be developed on campuses to meet their needs. Individual differences must also be taken into consideration.

INTRODUCTION

A young man in a wheelchair greets me at a recent conference. He is Black and never has had the use of his legs. He is a college student at Long Island University in New York City, majoring in music. He tells me how he loves to compose songs and write plays and that he would like to perform. He needs the money, but even more importantly, he wishes to show the world the beauty of spirit and mind which now lies hidden from view. No one at the college understands his burning need for this form of self-expression which for many Black people has served to salvage our souls from the degradation we have felt as oppressed people in this country.

I cite this story--and I have many others--as one example of the "minority inside a minority," the nonwhite handicapped. We are indeed invisible and I applaud the foresight of the Conference planners who have set aside time in the program to deal directly with the needs of a specific group of nonwhite handicapped people--those who attend college.

Virtually no data are available on students who are both handicapped and members of ethnic minorities. And that in itself is significant. It either indicates that no such students exist (which is not true) or that the bias inherent in many organizations which do the research manifests itself in a failure to take the incidence and diverse needs of nonwhite handicapped students into account. Knowledge is the first step in combatting discrimination. We must know about nonwhite handicapped students in order to determine how best to meet their needs and how to increase their number in colleges.

THE PROBLEM OF RACISM

The identification of the special needs of nonwhite handicapped students must take into account the historically documented racism and discrimination practiced against nonwhite handicapped persons. This discrimination is based both on the fact that they are nonwhite and that they are handicapped.

A deep-rooted racism directed against nonwhites has existed throughout United States history. It is an institution of this society, despite lip service to ideals of liberty and equality. Native Americans, Asian-Americans, Blacks and Hispanics--all feel it. It was evidenced in legal segregation which variously confined Native Americans to reservations, Japanese-Americans to camps in World War II and Blacks to separate schools, rest rooms, lunch counters and the back of the bus.

Segregation is but one form of this racism. Nonwhites all have suffered the problems common to immigrants and emigrants everywhere. They have been relocated from ancestral homes to alien reservations, from the rural South to the industrial North, from distant lands in Asia and from islands in the Carribean.

All first-generation migrants and immigrants have adjustment problems. "Culture shock" is just as severe for those who have come across oceans and for those who move from rural to urban areas of the same land. New neighbors see the newcomers as a social and economic threat, treat them with contempt and discriminate against them. When the new immigrants also have dark skins or yellow skins, the first-generation problems are compounded and passed on to the second generation. In the 1850s and 60s, signs saying "No Irish Need Apply" were common in Eastern cities. One hundred years later, one of those Irish was President. The fact that Native Americans, who were here hundreds of years earlier, have no similar success story, is due in large measure to the fact that they *looked* different and failed to assimilate. The melting pot exacts a cruel penalty from those who refuse to melt.

As a result of racism, throughout this country, nonwhites share many socioeconomic problems, as evidenced by various indices of poverty.

For example, the median family income in 1975 for white families in the United States was $14,270; for Black families it was $8,780 and for Hispanic, $9,550. The 24.3 million Americans below the poverty level in 1974 included 8.9 percent of the total white population (16.3 million), 31.4 percent of all Blacks (7.5 million), and 29.5 percent of Blacks and "others" (8.0 million). Only 7.1 percent of families headed by a male were below the poverty level, while 34.4 percent of female-headed families were. Not surprisingly, 63.8 percent of Black families below the poverty level and 45.1 percent of Hispanic families in this category are headed by a woman. (U.S. Bureau of Census, 1973, 1975, 1976)

In education, "separate but equal" schools were a farce, a scandal for which this nation must still atone. Racism still pervades our schools. Among nonwhites, reading scores are lower, dropout rates higher than among whites. *De facto* residential segregation has failed to achieve quality education for nonwhites, who now need compensatory educational opportunities in order to catch up. But even though the United States pours dollars into bringing up reading scores, it cannot achieve anything if those who teach do not believe in the ability of their students to learn. The attitudes of many teachers and administrators still reek of tokenism and condescension; this in turn affects the learning ability of students.

Nonwhite college students have borne this burden of racism from the earliest days of their schooling. It is a terrible burden, even if one is strong and healthy. If one is not, it is unbearable.

DISCRIMINATION AGAINST THE HANDICAPPED

Discrimination against the handicapped is even worse than discrimination against nonwhites. Our supposedly modern society has not come out of the dark ages. Individuals burdened by physical, mental and emotional handicaps must also suffer society's disapproval. Society acts as if it believes that somehow we are responsible for our handicaps. And so, in the name of caring for the handicapped, it discriminates against them.

Despite signs saying, "Hire the handicapped; it's good business," educational and employment opportunities have historically been denied the handicapped. It was alleged that these individuals would be unable to face the challenges and meet the demands of the real world, so they were not allowed to try. Recent legislative changes could hold out hope in this area, but these must first be implemented. These landmark public policy decisions are P.L. 94-142 (The Education for All Handicapped Act) and the new regulations for Section 504 of the Vocational Rehabilitation Act. These measures officially outlaw discrimination against the handicapped in education and employment. Now steps must be taken to assure compliance with the law. Such compliance is especially vital for young people who are handicapped, nonwhite and students.

NONWHITE HANDICAPPED STUDENTS

Nonwhite handicapped students have problems both of degree and of kind. Because of the double-barrelled nature of their handicap, they suffer all the deprivation which minorities and the handicapped suffer, only more of both. Problems of degree include denial of opportunities in education and employment. They also include all the debilitating effects of poverty--poor schools, poor housing, poor medical care. Beyond that, however, there is the psychological effect--the frustration, despair and hopelessness that accompany the knowledge that poverty, despite the "land of opportunity" myth, is passed from generation to generation and is almost impossible to escape. Parents, knowing that their children will probably be no better off than they were, become bitter and disillusioned. Poverty drags people down, physically and psychologically, so that entire generations and entire ethnic and racial groups become mired in it.

An aspect of poverty which especially affects the handicapped is the lack of access to health and social services. According to the Demographic Yearbook of 1974, the United States is 17th among the nations of the world with respect to infant mortality, not because health care is poor, but because it is unequal. Early Periodic Screening, Diagnosis and Treatment programs for economically disadvantaged children and youth have never gotten off the ground. National Health Insurance remains a topic for discussion, while there is no comprehensive system for health care. Social services are even more inadequate.

For the nonwhite handicapped, this problem is critical. Too often, they have been a forgotten part of the population, hidden away even by those who care for them the most. Families, and they themselves, expect so little of the "establishment" in the way of needed medical and social services, that they are defeated before they start. Children are kept at home or in the community, where they are loved and accepted but do not get the help they need to become independent. Organizations which customarily help minorities obtain their rights have overlooked this minority because it was silent. Accessibility to the limited services which are available, therefore becomes a major problem, if not an insurmountable barrier. Outreach services to treat children before health conditions become handicaps are of paramount importance. Too often, they are nonexistent.

The nonwhite handicapped also have difficulties which are *sui generis*, problems of kind. The juxtaposition of minority status with the presence of a handicapping condition often creates an overwhelming sense of inadequacy and isolation in the nonwhite handicapped. Isolated within a group already cut off from the mainstream, they feel, with considerable justification, that "nobody loves them." This leads, inescapably, to a belief that they are unworthy of love. Physical standards of beauty, which differ among ethnic groups, also affect self-image and self-esteem. An adolescent who cannot walk must feel alien and unworthy in a cultural group that idealizes swiftness and physical fitness!

A defeatist attitude, based on experience, often prevents the nonwhite handicapped from seeking services or demanding their rights. Disenchantment with "the system" is so strong that, at a time when other handicapped individuals demand services as their due, this group does not even ask politely. Overprotection within minority groups has left them ill-equipped for leadership, or even followership, in organizations of the handicapped. They are reluctant or unable to be their own advocates, so they lack advocacy.

Keeping in mind the multiplicity of difficulties which confront the nonwhite handicapped, we must address ourselves to attracting, keeping and serving students who are both nonwhite and handicapped. I need not point out to you the merit of this undertaking. It is obvious, not only that these young people are entitled to an education, but that, with that education, they can be of infinitely more benefit to themselves and others than they ever can hope to be without it. Education can be the first line of defense against a low self-image. It can be the opening salvo in a battle to achieve full, responsible citizenship.

But education, especially higher education, for nonwhite handicapped students, does not come easily. First, the lack of educational services for the handicapped at the post-secondary level is appalling. While some states and localities do have some good programs, though not enough, on the elementary level and even a few good secondary ones, the college situation can only be a source of dismay.

We in the United States are far behind other countries in extending even simple courtesies to the handicapped. Not long ago, I spoke at a large public high school in New York City. I was shocked to find that all the doors had been locked for security reasons, except for one which could only be entered by climbing several steep steps. There was one tiny elevator at the end of an enormously long hall. Did the builders of that huge institution which serves many thousands of students not anticipate that even one handicapped student would attend?

Once we enter the college halls, what services are available? How many recorded or Braille books are there? What consideration is given to the needs of deaf, physically or learning-disabled or emotionally impaired students? The answer, too often, is none. When such students do manage to overcome the almost insurmountable barriers and reach college, they must be highly motivated and financially able to bear the cost. Usually they are white. Little effort is made to recruit disabled students, especially nonwhite handicapped students from poverty backgrounds. Extensive, vigorous outreach programs are essential. Every effort must be made to encourage such students to attend college. College-educated nonwhite handicapped adults are the key to better programs and more self-help for this population. They can--and will--help to turn the tide, if we reach out and get them.

SPECIAL SERVICES NEEDED

Once on campus, these students need a battery of services. They need income support, since poverty and minority status often go hand in hand. Typically, handicapped young people have required costly care somewhere along the way, leaving limited family resources even more depleted. They may not be able to handle work scholarships, either because of physical limitations or because the demands of college study consume all their time and energy.

They may need extra academic support. Although P.L. 94-142 now mandates public education for all handicapped, it will be several years before the effects of that law can be seen and addressed. The young people entering our colleges now have been segregated into inferior education. Some may have had little formal schooling. Few have had all their educational needs adequately met. Once they receive the remedial help they require, they will begin to realize their potential, but it is not easy to "catch up" at the college level.

In addition to educational guidance, they require special counseling. Low self-esteem has been identified as a problem of the nonwhite handicapped, but even a nonwhite handicapped youth with normal self-esteem would require help to meet all the special challenges of college. Many may be living away from home for the first time. Many may never have been outside a very sheltered, restricted area of their home communities before. They need self-help training and peer-group acvitities. They need to know they are not alone, to learn to interact with others like themselves, before they can interact with students in the "mainstream." Since self-esteem is a problem, it is doubly important to help them cultivate pride in their ethnic heritage. Ethnically identifiable study programs and staff from their own minority group can be immensely valuable in helping them understand that "different" does not necessarily mean "worse." Affirmative action programs for staff should be enforced, along with outreach programs for students. Minority faculty can be the very best argument for putting out the extra effort necessary to "making it." We must teach by example that anyone can make a contribution to society, regardless of race, creed, color, sex or handicap.

The nonwhite handicapped need advocacy. Until now, there has been no voice for this constituency; so we remain a minority within a minority. Now, at last, a still, small voice is beginning to be raised in our defense; but we have found that we must raise that voice ourselves. In May of this year, I was a delegate-at-large to the White House Conference on Handicapped Individuals. At that conference, a group of us--Black, Hispanic, Asian-Americans and Native Americans--united to speak in behalf of our constituency. By uniting, we were able to get the Conference leadership to receive a list of our demands separately and to incorporate them in the final report of the Conference. From that first effort grew the Nonwhite Caucus on the Handicapped, of which I am national chairperson and which will meet again in September to assess where we are and where we need to go. Nonwhite handicapped college students need to be represented in this and other advocacy groups; these groups must be sensitive to their special needs. Too often, programs are instituted for children or senior citizens, but not for handicapped adolescents or young adults. They are becoming self-aware, and this is good. But we must encourage and support their advocacy. This is a nation and an era when college is the key to employment and full citizenship. Debate on the merits of such emphasis on college is academic; it is a fact. A degree is a "union card," and we must help young people burdened with the double handicap of minority status and disability to achieve that "union card." That is where advocacy comes in.

SPECIAL FACTORS TO CONSIDER

In establishing programs geared to nonwhite handicapped students, we must remember that they are a very special group. Actually, they are not really a group. They are individuals, each with his or her own needs. Stereotypes, always dangerous, can be particularly dangerous here. Nonwhite individuals have been conditioned by experience to conceal their feelings when dealing with professionals, especially white professionals. "The establishment" has not proven itself trustworthy over time. We must recognize that there is deep, often well-concealed, hostility, which is especially acute when the individual is handicapped. Once recognized, it can be dealt with, but it is important to be aware of its existence and to seek for the true feelings of the student, not just his or her "persona."

It must be understood that nonwhite is a catch-all term. Politically, coalition of the nonwhite handicapped is important because it signifies the first time that a number of different groups have united for a single, larger purpose. There is, however, diversity within this unity--diversity of racial, cultural and language groups, each with its own needs and problems. The term "nonwhite" handicapped covers a wide spectrum--not only in terms of skin color but in terms of life styles and problems. For example, Asians tend to be an institutional rather than a geographic community, while Native Americans represent an extreme in geographic isolation and Blacks and Hispanics a middle ground, occupying enclaves in larger communities. There are class differences within different groups, and each prizes different marks of status. Handicaps are perceived differently depending on group identity, just as certain handicapping conditions are unique to or more prevalent in particular groups. Sickle cell anemia and high blood pressure are only two examples.

Yet, unity is greater than diversity. For, regardless of what nonwhite group they represent, minority handicapped students have the same, overwhelming needs. They need to become something, to do something with the talents which they possess. They feel this need acutely, or they would never have taken the terrible gamble which college represents for them. They would never have taken the step outside their family and community, exposed themselves to hardship and to the ever-present possibility of failure. Yet, in a larger sense, they cannot fail--or rather, they can only fail if they perceive themselves as failures. Even if they complete one course, they will have succeeded. College represents a challenge and an achievement for all students. For these, merely entering college is a tremendous accomplishment. We must give them every possible support. They can make it--but only if every one of us here is committed to them. Let us make that commitment today.

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THE ROLE OF SPECIAL STUDIES PROGRAMS AND ATTITUDE CHANGE

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Learning is not exclusively an in-class academic experience. In fact, much of our most significant learning is unconscious and unquestioning. Values, principles governing behavior, biases and prejudices are often learned indirectly and largely unknowingly. When we finally analyze these values, these biases and prejudices, we are often embarrassed to acknowledge that in fact we have arrived at a particular negative attitude about a given situation without questioning the process of arrival, or the reasons behind it. Except where learning is formalized and discrete, man tends to weave new information out of the threads of already existing conceptual fabric and to absorb his extended framework into his general cerebral processes. Many of our beliefs on many subjects have simply been absorbed without a great deal of careful analysis. Most of us are very capable of being re-educated on topics in which we are interested. By the same token, we generally are not interested in the possibility of modifying our positions on all of the casual information we possess because of the obvious psychological burden this would entail.

Our stimuli for change frequently is the environment in which we live. Our experiences stem from our interaction with others within the environment, from our observation of others interacting with the environment, and from the interface between the environment and people.

The average citizen is favorably impressed when he or she witnesses a handicapped citizen freely moving about with minimum difficulty in carrying out the routine business of daily living, be it at a job, attending a university, working or shopping in town. In contrast, this same observor can be impressed negatively with the severity of the problem when the same handicapped person is viewed struggling within an environment that has not been modified to accommodate his needs.

In a nutshell, the condition of the environment itself is an important factor in shaping the views and attitudes that the general public forms about people with disabilities. Where the environment facilitates the movement of persons with disabilities, the handicapping conditions are seen as manageable, and, in contrast, where numerous environmental barriers exist the disability appears to be a great handicap that prevents a person from functioning adequately. Thus while it is difficult to directly alter incorrect attitudes in a general population or even to teach correct attitudes in a formal way to a captive audience in a sterile situation, it is in fact possible to manipulate the environment in a way that more positive attitudes are likely to be casually learned.

The college and university setting has a special opportunity and a special responsibility to shape correct attitudes regarding citizens with disabilities. Institutions of higher learning by their nature are concerned with the search for knowledge and with concepts that enhance the dignity and worth of individuals in society. Such institutions should then welcome opportunities to direct their attention to the areas of life where little intellectual effort has been focused, i.e., the place and role of substantial numbers of physically handicapped citizens in society. The need can be viewed both in terms of intellectual exploration of an heretofore neglected area of study and in terms of actual neglect of a group of young citizens who have been denied equal opportunity to participate as members of university and college communities.

ADMINISTRATION ATTITUDES

Administrators of any college and university program are concerned with providing a quality program, with meeting the needs of students in general, with the economy of the total program, and with complying with the many legal requirements under which they operate. Administrators for the most part, like the general public, simply do not have proper information to make good decisions where students with disabilities are concerned. Too often administrators are presented with grievances instead of suggestions and program particulars that can assist students with disabilities. Accurate information, properly presented, is more apt to win allies than waiting for situations where administrators are put in the position of serving as a referee.

Within the many demands on usually limited time and resources most administrators, after proper cultivation, are willing to be educated and to be supportive of appropriate inclusion of disabled students in regular programs. At the same time it is not realistic or necessary to anticipate that a large amount of an administrator's time be focused on the needs of special students. What is needed, where a special staff, faculty member, or officer has been designated, is to assure such a person or office the basic administrative support needed to deal effectively with the on-campus problems that students with disabilities encounter. Periodic reports to administrators and personal briefings about special student activities on campus would help keep administrators aware of the institution's accomplishments in behalf of students with disabilities. This would aid in fostering positive attitudes in administrators and provide general support for the program. It may be feasible and highly desirable to include different special students in each of these periodic briefings.

STAFF ATTITUDES

Especially in the case of residential students with disabilities, but also including day students with disabilities, the sensitivity of key staff people to physical disabilities is important to wholesome integration into the total college community. The out-of-classroom maneuverability and acceptance of a disabled student largely determines how he or she feels about himself or herself as a student. These students may wish to participate in various extracurricular activities. The willingness of the staff to learn about the needs and interests of special students makes a considerable difference in the degree of comfort that these students feel in participating in extracurricular programs. By "staff" I mean the full array of college personnel--infirmary workers, bus drivers, student union personnel, dining hall workers, dormitory counselors, and regular counseling personnel.

If a special services office does not exist a staff person in the counseling center might be a logical lead person. There is an obvious need on this level to provide orientation for staff members to develop their understanding of the problems and the needs that may be involved in serving special students. As indicated in the administrators discussion, it is essential to assist the staff in understanding the inherent rights of students with disabilities to be on campus and the contribution that the institution can make by minor modifications and appropriate effort and support of the staff. To maintain their interest and support and prevent development of negative attitudes, the staff should receive periodic feedback of a general nature. It is especially important that orientation not be in the form of discussing student grievances, which too frequently becomes the situation when time is not programmed for a more positive type of orientation program.

FAMILY ATTITUDES

The immediate teaching/learning environment is the most crucial part of the campus environment for all students, the student with a disability not excepted. Each disability category presents a different problem often with a different faculty reaction. The faculty member's concern generally focuses around three factors:

1. The amount of extra time that may be involved.
2. The integrity of the teaching process. Such special student needs as a braille text come to mind. Some students may have disabilities that prohibit writing answers for a test, or giving vocal responses to questions. Also some faculty members personally feel totally uncomfortable or unable to deal with the concept of a disabled student in class.
3. The anticipation of disruptions of usual class procedures.

One is faced with the issue of some students with disabilities insisting that they have the complete right and responsibility to orient the faculty member without any prior contact by a special services staff member. Such a right should be respected. The initial problems encountered by faculty members are usually minimal and usually quickly resolved. Departments within institutions often have the prerogative of admitting students into major study areas. It is possible for faculty members within departments to make arbitrary judgments regarding the feasibility or nonfeasibility of specific majors for the students with certain disabilities and to actively discourage a student from pursuing a major based primarily on the disability.

The important need in each institution is to strive for a positive orientation program directed specifically to faculty members. A faculty member is more apt to have a better attitude toward inclusion of students with disabilities in his classes if s/he knows exactly how that student will handle required readings, tests, lab work, or whatever else may be involved. Reducing the unknowns to a set of common questions that faculty members may have is a logical beginning. Providing specific information on how various students with different disabilities manage their course work can be of tremendous relief to the faculty member with no prior special student experience. Students definitely need to be a part of the orientation program and, where they are able and willing, should in fact plan and/or manage the program. This alleviates criticism by special students of "just more lack of understanding" by the special services office.

STUDENT ATTITUDES

For this area of discussion we need to focus on two groups of students--those with disabilities and the able-bodied student population.

Having initiated special services for disabled students, the college must consider its responsibility to assure that services will be available to enable special students to deal with personal needs that are associated with the disability. Special students need an opportunity to examine their own attitudes about themselves and the impact their attitudes may have on others. It is unrealistic to attempt to deal with the environment surrounding special students without considering the possibility of problems within the special student population. The focus here is intended to be on personal growth--an opportunity to obtain accurate knowledge about one's own disability and the disabilities of other students. Wherever there is a disabled student population an opportunity should be provided for these students to work out their own perception of problem areas on campus, to prioritize these problems, and to participate positively in solving the problems. These students must project a positive attitude to problem solving if they expect others to look at the problems objectively and to achieve "accepting" behavior.

The general student population in one sense constitutes a captive audience in an area of life where public relations efforts on behalf of people with disabilities is greatly needed. If relationships are positive, special student contacts in class, in the dormitory, and in other extracurricular areas will impart needed information. This, however, is a chance basis type of approach. A more structured approach for disabled students is the speaker's bureau. Individuals could seek opportunities to speak to appropriate student organizations. It is important that dialogue occur, otherwise unasked questions remain and myths continue to be communicated. More important, such programmed dialogues sometimes serve as "ice-breakers" and create new friendships which are a normal and fulfilling part of college life.

In summary, a college or university is an environment for learning. Today increasing numbers of students with disabilities are aspiring to be members of that environment. When an environment is relatively free of barriers students with disabilities function more independently, communicating positive concepts about their capabilities to the members of the environment. A college or a university, because it fosters a belief in the dignity and worth of individuals should want to see its environment barrier free, enabling maximum enhancement of all its community members.

Administrators of colleges and universities are oriented toward making programs work efficiently and effectively. They want to carry out their responsibilities but need help in becoming well-informed. For special services programs, the administrator's role is important, but minimal in terms of time utilization. They need to delegate responsibility. Positive and frequent feedback will keep them aware of the institutional commitment to special students.

Faculty and staff are the important day-to-day focus. They need informational assistance and support in carrying out their roles. Orientation programs would be helpful. The involvement of students with disabilities in planning and carrying out orientation is basic to faculty orientation. Students with disabilities need to "find themselves" too. Their specific individual disabilities are important and continuing factors in their lives. They need opportunities while in college to obtain correct information on their disabilities. They need to see how they're "coming across" to others. The able-bodied student is both a human resource and a potential friend. Casual information frequently will be transmitted by chance acquaintances. This, however, is a hit or miss proposition. A good special services program will enhance information sharing by programming it. Young people constitute the best opportunity to correct a lot of attitudinal problems regarding citizens with disabilities. The opportunity should be developed to maximum potential and utilized for correcting myths and improving attitudes for the benefit of all concerned.

THE INSTITUTION AND THE DISABLED STUDENT

Vicki Adkins, Graduate, West Virginia University

ABSTRACT

Higher education is now faced with the enrollment of disabled students on a much larger scale than ever before, many of whom are severely disabled. The administrations of our institutions of higher learning are confronted with unique situations, needs, and problems and must find effective methods of dealing with them. The methods used to handle the physical and emotional needs of disabled students will prove successful if we find that the dropout rate for disabled students is no higher than it is for the general student population.

Vocational training of the disabled, specifically the severely disabled, has long been a major problem in the American society. One striking proof of this is the creation and the continuation of the state-federal vocational rehabilitation agencies. By title (Division of Vocational Rehabilitation), their purpose, goal, and reason for being is spelled out clearly. This is the vocational rehabilitation of the disabled individual, so that the individual can become self-sufficient and self-supporting.

The best, and most proven way, to become self-sufficient and self-supporting is to have a trained, marketable skill. The more highly trained one is, the better his means of self-support. But for a long time, the disabled were limited by the training they were permitted to enter. This limited the disabled from the highly skilled and professional vocations. In the past several years, however, the trend has been changing. With new rehabilitation laws, affirmative action, general awareness of the disabled, and other such movements, the disabled are becoming a more active group in all walks of life. The disabled, especially the severely disabled, are now coming to the colleges and universities in large numbers for training. Not too many years ago, one never saw a person in a wheelchair attending a college or university. But today, on almost any campus of higher education, students in wheelchairs and others with visible disabilities, are commonplace.

With more disabled students, an ever-increasing number being severely disabled, higher education is being confronted with new and unique situations, problems, and needs. The specific situations, problems, and needs of disabled students cannot be ignored by the administration. Disabled students have validity in the feeling that their needs should be given as much attention by the administration as was given to other minorities. Specialized departments are a must in colleges and universities to help meet the needs of disabled students.

When any student enters the doors of higher education, she/he enters a new life. At first, college life surrounds the student with new experiences, freedoms, responsibilities and uncertainties. This is frightening. The disabled enters college with the same factors plus all the problems and uncertainties of being disabled. Specialized departments set up to meet the needs of handicapped students can guide a disabled student into college life. The goal of such a department should be that of guiding the disabled student to independence.

Special studies programs for the disabled population, similar to the Black awareness movement, can prove to be of great value. The disabled are, quite often, consumed by the feeling that they are not as good as the able-bodied. Their self-esteem is quite low. They often feel that they must prove their worth over and over in all areas of daily living. A disabled awareness movement could focus on everyday concerns of the disabled. Some suggested areas of concentration are: Why Am I Disabled; Human Sexuality and the Disabled; Self Image Is Not Mirror Image; Affirmative Action, What Does It Really Mean; How Do the Able-bodied Really See the Disabled; and What Really Constitutes Discrimination, and What to Do About It.

The disabled could learn from such a movement that they can feel good about themselves. If self acceptance is gained, this will become apparent in their daily lives. They will begin to seek a normal life style, involving themselves in community affairs, social and recreational activities, religious activities, and other such areas of concern to all of us.

Once the disabled find themselves a part of the community, employed and involved in what they desire, they begin to realize they have worth to themselves and to others. This can build self-esteem, and they will have reason for living.

Also, an important responsibility of a college or university's department of handicapped student services is that of becoming the spokesman for the disabled population. The department can provide this through public relations to staff, faculty, the student body, prospective employers, and the community. Every aspect of our society is being confronted with the concept that the disabled belong here too. Society needs to be given positive reasons why the disabled have the right to equal opportunity in employment, recreation, civic duties, housing, and other rights that most Americans have come to expect. The field of rehabilitation must now take measures to assure against law suits of reverse discrimination that could occur in a few years. The disabled must not be employed in order to meet a quota laid down by the federal government to obtain equal employment of all.

A handicapped student services department must find ways of conveying not only the needs but also the abilities of the disabled to the able-bodied population. For example, one could address a faculty meeting regarding the different disabilities some of their students may have. This can include information on how a blind student will study the text, how that student can be given exams, how a quadriplegic will take notes from lectures, and how someone with a speech impediment can communicate effectively to the instructor. This same technique could be used in talking with staff, the student body, employers, and the community. The presentation, however, must be meaningful to the particular group. For example, an employer will be interested in how a blind individual can get to and from work without special arrangement but not how that blind person did his college lab experiments. This is especially true if the job vacancy is in a bank. Groups should be encouraged not to assume answers but to base their knowledge of the disabled on facts. In speaking to various groups, the department should provide resources if questions arise regarding the disabled. They should seek answers by asking the disabled, doing research, or by consulting department personnel or others with expertise in working with the disabled.

In conclusion, I would like to reflect on some of the experiences I have encountered as a disabled student, and individual. When I attended college there was no specialized department for disabled students. Fortunately, I have no trouble with locomotion. I could have benefitted, however, from guidance and help from such a department. Until the time I entered college, I never really thought much about my disability or how others saw me. I began to realize that not all people accepted me. Coming from a background of acceptance, this hurt. I had to learn that the general population knew little about disabilities due to lack of opportunities to deal with the disabled in everyday routine. I could have profited from a disabled awareness group on this matter, and many others. As I think back to my college days, I wonder how many disabled students dropped out of school because their needs, physical and emotional, were not met. It is my opinion that many did. We will never know the number of disabled individuals who did not even consider higher education because they knew that they could not get around on campus; or they were not able to secure a personal attendant; or they realized that they would not be able to do lab experiments due to blindness or poor coordination; or they knew they could not communicate to other students and faculty; or they feared social rejection; or many more reasons that most of us will never consider.

Often, the disabled come to college, leaving a very protective en-environment. They have been reared believing that they can never be on their own. This only makes college life more frightening. The disabled need a gentle guidance into life. I am not saying that a handicapped student services department should pamper the disabled when they first enter college. The department needs to be aware of the insecurities the disabled bring with them.

When I attended Marshall University in Huntington, West Virginia, there was no specialized department to handle the needs of the disabled students. Today, Marshall University has taken great strides in accommodating disabled students. There is now an office set up to meet the needs of the disabled. This office is a special project of the W.V. Division of Vocational Rehabilitation with a full-time Rehabilitation Counselor. This counselor works jointly with the disabled student's field counselor in meeting the needs of the client. Marshall University campus is now fully accessible. When I attended Marshall University, it would have been difficult for a disabled individual requiring attendant care to attend. This is no longer the case. The success of this special project is readily visible by the growth of the counselor's caseload.

Speaking as a disabled person, I feel that all colleges and universities should and need to have departments set up to handle the needs of the disabled. Looking back, I know that my college days were the most important days of my life in many aspects. In college, we not only prepare for our lifetime vocations, but we truly discover ourselves. We mature greatly during this time, taking on the responsibility for our actions, thoughts, and feelings. We learn for ourselves the value of self-control, self-discipline, and many other virtues that one needs to make it as a self-sufficient person. Higher education is a training ground for life, not just a vocation. The disabled have the right to use this training ground to develop to the fullest extent. Higher education permits students to develop their potentials. Higher education has a responsibility to assure that all students have an equal opportunity for success. If part of the student population has unique problems, these cannot be ignored.

THE INSTITUTION AND THE DISABLED STUDENT

Daniel J. Kaufman, Jr., Graduate,
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The presenter draws upon experience at several universities in this discussion. The basic argument of the presenter is that specialized departments and/or programs within universities should be as near nonexistent and as low profile as possible. The presenter further argues that attitude change is most effectively accomplished by the disabled student in daily display of abilities.

SPECIALIZED DEPARTMENTS

My experiences as a student have been with four universities, two as an undergraduate and two as a graduate student. These were in the medium to large categories in terms of student population and included both public and private schools. Specialized departments to meet the needs of disabled students ranged from nonexistent to highly visible departments with large numbers of specialized staff members.

My experiences have resulted in my forming a basic conclusion: *the lesser the better*. One of a university's basic purposes is to prepare the student population for life as a member of the society at large. Most disabled students, as well as most of the disabled nonstudent population, I believe prefer to be considered as a part of the "normal" population. Specialized departments do very little to enhance this desired image.

In preparation for employment and independent life after leaving school, the disabled student must learn to cope with problems that arise on a day-to-day basis that are peculiar to disability. In my opinion, this coping is just as important as physical independence. Specialized departments, from my experience, tend to become a "crutch" to lean on when problems arise. After leaving the institutional environment, the student must cope for himself. Why continue the special care disabled students have typically been accustomed to from their families and others before coming to the university?

In recent years, many institutions have begun to remove the physical barriers to accessibility. Certainly with the requirements of Section 504, basic physical and program accessibility should become the rule rather than the exception. With these basic barriers removed, virtually all needs of the disabled student should be met through regular student services facilities, although, some specialized training of services personnel may be needed initially. For example, I advocate the integration of transportation and job placement needs of the disabled student into the regular campus transportation and job placement offices. The expertise of the professionals in these areas can fulfill the needs of the disabled student with a minimal amount of adaptation.

The disabled student should be made aware through student services personnel, upon his arrival on campus, of specialized services available. By this, I mean that if a hearing impaired student needs an interpreter or a visually impaired student needs readers, a list of interpreters or readers in the local area should be made available and the student should be responsible for contracting, interviewing, and contracting for their services.

ATTITUDE CHANGE AGENT

The most effective changing of attitudes of the able-bodied staff, faculty, and students can be accomplished by the disabled student. Public display of abilities goes far to change prevailing negative attitudes and to create positive attitudes where no discernable attitude existed previously. The attitudes of the disabled population largely influence the resulting attitudes of the able-bodied population.

Formalized attitude change programs should be avoided. The attitudes that may change as a result are offset by the image of special needs created by the publicity. The cost/benefit ratio is not sufficient to warrant the use of scarce funds.

SPECIALIZED STUDIES PROGRAMS

In some ways, this topic ties closely to the previous one. One purpose of special studies programs is that of attitude change. As mentioned in the previous section, I believe that formal attitudes change programs should be avoided. However, I can accept what some institutions have done in specialized courses within various departments, such as the Sociology Department. These courses often deal with many of the same issues as this conference. The information dissemination and issue discussion appear to me to be the second best method of attitude change. Much, of course, depends upon the attitude and experience of the course instructor.

The foregoing comments are from my perspective only. They are not intended to be the only answers to these questions and I welcome discussions of these and opposing viewpoints.

SUMMARY OF DISCUSSION ON "THE INSTITUTION AS A CHANGE AGENT"

Issues to be addressed:

1. Should the institution assume the role of change agent relative to attitudes toward people with disabilities?

2. Should specific institutional resources be committed to changing attitudes?

3. What can/should be done to change the attitudes of able-bodied students, faculty, and staff?

4. What evaluation measures can be used to determine attitude change?

5. What is the role of the handicapped student in planned attitude change activities?

It is clear that the institution must act as a change agent. While there are various ways to achieve the goal of institutional change, it cannot be accomplished without the total support of the chief executive or the power base person of any given institution.

Programs require both staff and money. Coordinators must consider themselves fund raisers as well as service providers. It is imperative for programs to be a part of the institutional budget to insure the continuity and stability of the program. This process is also a yardstick for measuring institutional commitment.

In-service training and/or orientation programs should be ongoing at the institution. "Awareness Days" and similar activities that bring the disabled individual in direct contact with the able-bodied population will do a great deal to open lines of communication.

Rap groups were suggested. Group sessions can be vehicles for a whole spectrum of activities from griping to new services development and educational programs. Disabled individuals are their own best advocates. They should assume leadership and involvement via committees, visible staff positions throughout the institution, speaker panels and other planned activities.

SUMMARY OF THE DISCUSSION ON "THE HANDICAPPED ETHNIC MINORITY"

Issues to be addressed:

1. Are handicapped ethnic minorities represented at the postsecondary level?

2. Are there additional problems for the handicapped Black, Native American and Chicano student?

3. What approaches can be used to extend postsecondary education to the handicapped ethnic minority individual?

There is insufficient statistical data on the numbers and needs of this population. Ethnic minorities have been systematically excluded from educational opportunities and, therefore, frequently are not academically prepared for postsecondary education. They usually are physically unhealthy and economically disadvantaged in addition to being disabled. The disabled ethnic minority child is extremely sheltered and protected as a result of attitudes of family and significant others.

The problem is one of overprotection in minority homes because of economic position. The family wants to keep the handicap quiet so as not to be embarrassed in their community. The child may never learn to use necessary equipment. They never have the advantage of agency assistance. The family is suspicious of agencies. With this type of handicapped child, we must start much earlier. We must knock on doors, go into the homes of young children, literally stay with them. They are born in the hospital, but often no one ever sees them again until they are six years old and must go to school. Some drop out of school at the age of eleven. We must keep in mind that although we are discussing higher education, the real solution is much more basic.

Primary and secondary schools need to meet their obligations so that more nonwhite handicapped students are qualified to attend postsecondary education facilities.

Historically, black institutions seem to disregard the handicapped population. Work needs to be done to make them aware of the needs of the disabled minority student. Affirmative action on the part of the faculty and staff in universities should be implemented for recruiting (outreach) the nonwhite students.

SUMMARY OF DISCUSSION ON "THE ROLE OF SPECIAL STUDIES PROGRAMS ON ATTITUDES"

Issues to be addressed:

1. Should special programs be instituted about disability similar to Black or Womens' studies?

2. What are some prevalent and incorrect terms, concepts, and stereotypes regarding specific disabilities that need to be corrected?

3. What basic descriptions regarding disability should be known by others?

4. Where in the rehabilitation or educational process does a handicapped person learn how to describe his/her disability in a functional manner?

Some persons felt that special studies should be provided for the benefit of able-bodied and disabled students. For example, sometimes the problem lies within the attitudes of the disabled students. It was suggested that the disabled have less preparation for their roles, i.e., they are surrounded by able-bodied people, unlike other minorities who have a mutual family background and role models.

Other persons responded that there should not be separate courses but a mental hygiene or human relations course for all students. Another suggestion was to integrate the life of the disabled into all course work already offered at the university that is appropriate. It was pointed out that the integrated approach would reach more students. Those who lack understanding probably would not enroll in special studies.

Attitude regarding the disabled extends to that system of beliefs held by the disabled themselves as well as the able-bodied, regardless of status, i.e., student, faculty, or staff.

There *are* measures which can help the formation of positive attitudes as well as help break down stereotypes, myths, etc. However, the converse is also true. There are actions/behaviors on the part of the disabled person which can nurture or at worst generate negative attitudes.

SUMMARY OF DISCUSSION ON "THE INSTITUTION AND THE DISABLED STUDENT"

Issues to be addressed:

1. Should the institution establish specialized departments to meet the needs of the handicapped student population?

2. What can/should be done to change the attitudes of the able-bodied staff, faculty and students?

3. Should special studies programs be instituted regarding disabilities similar to programs concerning Blacks and Women?

There is an apparent dichotomy between establishing a handicapped services office versus having an office with a goal of total integration of student services in "regular" university departments so that "special" services are unnecessary. As disabled students are integrated more and more at the elementary and secondary school levels, their problems may be eliminated when they reach postsecondary educational institutions.

The most effective means of changing the attitude of the able-bodied staff, faculty and students can be made by the disabled person. Public display of abilities goes far to change prevailing negative attitudes or to change prevailing attitudes where no discernable attitude existed previously. The attitude of the disabled population largely influences the attitudes of the able-bodied population. Formalized attitude change programs could be avoided. The attitudes that change as a result may be offset by the image of special needs created by publicity of these programs.

It was suggested that given the present situation, special programs may be necessary. This should be viewed in its historical perspective. One point seemed agreeable to all: It is beneficial for students to assist one another as well as their own advocates for institutional change, whatever the status of specialized services on their campus.

RECOMMENDATIONS ON "ATTITUDES"

POSTSECONDARY INSTITUTIONS

- The endorsement and support of the chief executive of the institution for all programming affecting the handicapped is necessary and essential.
- Internal mechanisms to ensure programmatic access which will positively impact attitudinal change such as advisory groups and committees should be established.
- When viewing 504, institutional leadership should recognize that this legislation provides minimal guidelines for nondiscrimination on the basis of handicap. Accordingly, institutions should focus on the spirit and intent of the law.
- Because handicapped persons will be involved in all aspects of the institution, disabled individuals should be involved in all planning, not just on designated handicapped issues.
- Institutions with disabled representatives should establish specific programs and resources for influencing attitudinal change. These programs should be continually monitored for effectiveness.
- Administrators responsible for organizing handicapped student service programs should be aware that the leadership of the program will have a definite influence on attitudes toward the disabled person on campus.
- In addition to utilizing programs and resources which already exist, institutions should develop interim services where programmatic gaps relative to the handicapped exist, e.g., remediation.
- There should be a positive outreach effort conducted to identify the disabled population.
- Internship and practicum programs within handicapped service programs should be developed. Such programs can positively impart the ablebodied, as well as the disabled student.

GOVERNMENT: FEDERAL, STATE AND LOCAL

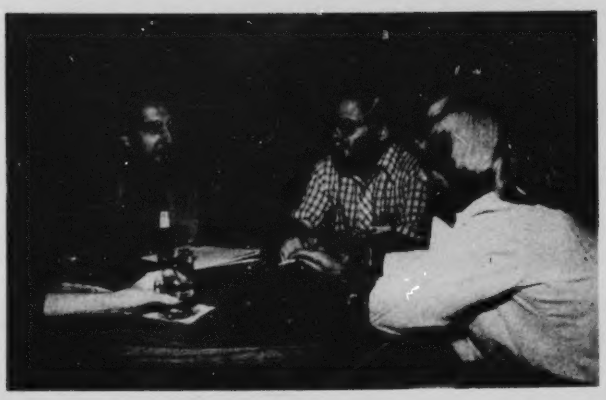
- Government bodies should be cognizant of the positive effect of having disabled people involved in all types of programs and activities, not unlike other minority populations. All such groups should, therefore, include representatives with disabilities.
- The public needs an opportunity to view disabled individuals in a realistic manner in all forms of media. This needs to be done more frequently than it has been done in the past. The disabled should be involved as consultants in accomplishing this.

CONSUMER

- Semantic differences in attitude between the use of the words "disabled" and "handicapped" should be minimized in dealing with overall objectives of individuals with physical impairments. There are advantages for unified efforts with interchangeable use of the term.
- Disabled persons can impact the institution and the stereotypic attitudes of individuals through the development of effective consumer organizations. This requires a knowledge of the laws, individual rights, and methods of exercising those rights.
- All institutional programs

should have participation of handicapped persons in planning, implementation, and evaluation. It is essential that consumers actively seek participation in these activities.

Research, Evaluation and Finance



EVALUATION MODEL FOR A COMPENSATORY PROGRAM SERVICE DELIVERY SYSTEM

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ABSTRACT

The following is an effort to exhibit a model which can provide administrative feedback as to the quality of service delivery for severely disabled students on a residential campus.

INTRODUCTION

A major question in higher education has become one of how to determine the quality of programs relative to student academic success or failure. Today and tomorrow's education is faced with the additional task of--not only educating the ambulatory student who has normal vision and hearing--but more and more, the severely handicapped student, who also has equal rights to an education. Thus, the impending question becomes a complex issue. There is no real working knowledge of educating the handicapped in large numbers and weighing the multiplicity of variables which can be encountered in higher education. The quality of college-level programs for the disabled, which provide education and supportive services must be carefully analyzed; consequently, evaluative procedures must be developed to measure effectiveness. After three years of design and implementation, the Edinboro State College Wheelchair Campus Program, which has one of the largest severely disabled populations of any college or university in the United States, has recognized a vital concept, which is: to better investigate and evaluate institutional services provided for the wheelchair program for its participants.

There has been much talk of the maladies of higher education, which range from fiscal irresponsibility, to overstaffing with high salaries, to incompetent faculty and administration. There have to be changes in the institution's methods of planning, designing, forecasting and assessing in regard to the respective missions and goals of certain programs. "Academic institutions, whether they like it or not, are becoming increasingly open systems as they function in increasingly turbulent change and competitive environments." (Richman & Farmer, 1974) Years of acceptance of the federal dollar for development programs without cognitive or allied experience may come to a head with the present legislature, which calls for all institutions to prepare and be ready to facilitate the needs of the handicapped, without federal dollar-support in large quantity to supplement building renovation, training and supportive personnel.

Higher education has in many respects created its own problems, with the lack of quality management. Always the ideals have been sound, meaning the attitude that everyone is deserving of an education is commendable, but neither problems nor programs are resolved or managed solely on good intentions. The concern of this paper is to evaluate what has never been evaluated before. This paper will present the first effort known of its kind to begin to take steps toward developing a possible model for measuring how well a disabled person's needs are met and the subsequent results of the service.

HISTORY

The following is an effort to build a model for exploration of evaluation of service delivery, taking into consideration the services provided for the handicapped student and trying to determine how adequate or how deficient the services may be. In order to provide an understanding of the specific program written about, this section will be devoted to providing relevant historical information.

In 1974, Edinboro State College was named the Wheelchair Campus of Western Pennsylvania. The Program came into being with the joint cooperation of the Edinboro State College, the Edinboro Foundation, the Lake Area Health Education Center, the United Cerebral Palsy Association of Central Pennsylvania, the Bureau of Vocational Rehabiliation, and various other agencies. Edinboro State College was selected as the Commonwealth Wheelchair Campus for the State of Pennsylvania because of its administration's long-term interest in the handicapped and the ease with which modifications could be made to accommodate wheelchairs on the relatively-level terrain of the campus. With only minor alterations, the campus was prepared as an habilitative center for handicapped students. The program has been growing steadily since 1974 and at the close of 1976 there were fifty full-time students who were enrolled in the program, representing many different disabilities and degrees of severity, ranging from minimal to total personal care and academic aid needs. It should also be stated that the majority of the program students are full-time students in accredited college-degree programs. Most of the program students live in college dormitories. One wing of each of the two dormitories is utilized primarily for those students who require large amounts of personal care. Several students commute and a few students live off campus. As oblique as it may seem at the moment, it is suggested that administrators and managers in higher education should be more cognizant of management information systems and management by objectives and they should participate much more actively in these kinds of activities relative to running programs in today's institutions. As the variables of running a wheelchair campus program are revealed, it should become increasingly more apparent that on a day-to-day basis, having to provide for such a multiplicity of concerns, planning becomes essential for an operation that continually provides administration, staff and participants with clear-cut information, sometimes on a round-the-clock basis. Information flow and management to try to meet program objectives and goals (in order to run a semester-to-semester timetable function with proficiency), induce evaluation to become a key component of an operation. "Evaluation is judging of the worth of an experience or experiences, and in this case, the experiences of the service delivery received and the academic course outcome for the participants involved in the program." (Dressel, 1961) It was mentioned previously, and now once again: there is a need for what could be called prudent management or administration. Strategically speaking, then "Systematic continuous evaluation allows a manager to make decisions without prejudice." (Kaufman, 1973) In this particular situation, as in most program situations, the decisions made place a very strong impact on many people. Furthermore, only by continual evaluation and re-evaluation can objectives and goals be met.

The objective of the Edinboro State College project is to establish an ongoing on-campus program for full-time, severely disabled college students. The goals of the wheelchair program at Edinboro State College are: (1) to provide college opportunities for wheelchair students, (2) to provide a college residence and training programs to stimulate handicapped persons to reach their optimal levels of performance, (3) to provide experiences for all college students in disciplines related to the handicapped, (4) to provide life-enrichment experiences and self-help skills for the handicapped, and (5) to provide education through regular academic programs of the college for identification and implementation leading to a career.

Ostensibly, the evaluation process would determine whether or not these goals are being met. If evaluation is considered a means to an end, the procedure is designed to maintain and improve the quality of service for the wheelchair student. Then and only then, judgment of the success of the program to meet the objective and goals can be made, and consequently, be a valid assessment. Denoting once again that evaluation is a decision-making device which provides a standard for external and internal critics as to how decision-making occurs and also promotes confidence in the operative, by faculty and administration, staff and student participants, hence the ". . . evaluative process also becomes an environment of learning and judgement for all those who participate in the process." (Dressel, 1961)

THE MODEL

Given the goals, it should become obvious to the layman that support systems must be provided for the severely handicapped student in terms of personal care, transportation, academic aids, and etc. In addition, it should be observed that the physical campus must be accessible to wheelchair-bound or otherwise handicapped individuals. The goals of the program cannot be met unless the support system and the physical environment are in harmony. If this harmony exists, the wheelchair campus student can rely on the systems and the environment to aid him or her in all of the daily physical activities which are necessary for a college student's survival. This evaluation will focus on the support system model as it currently exists.

Personal Care

Management of programs for the disabled must be goal-directed. There is no possible means of valid assessment without a model to provide program administration with clear information as to the delivery success or failure in all those categories relative to aforementioned goals.

Data gathered from the first six months of operation of wheelchair campus program provided a clearer definition of the participants' disabilities, and produced enough information for analyzing new applicants by the project staff. Through review of psychological records and conversations with the prospective participant's counselor, the estimated care and amount of aid each person would require to productively matriculate for a semester was determined.

To further define the system of participant care and auxiliary assistance the *Quarter Care System* was introduced. A participant with very minimal needs, most likely ambulatory or an individual able to provide for him/herself at a very high level of proficiency, is considered a one-quarter (1/4) care individual. As the degree of disability/inability increases, varying degrees of necessary care are denoted. Each degree varies one additional quarter until the span is completed, with a person who requires total aid care assistance.

This system was implemented in the second semester 1974-75. Aids (employees and volunteers) were scheduled for a prescribed number of hours within the Quarter Care System, as assigned by the Scheduling Coordinator, to achieve maximum use of allocated funds. It is imperative to keep in mind that the Quarter Care System directly portrays the actual number of hours needed to provide the above necessary services.

The Quarter Care System is an efficient cost-effective means of operation because it defines and determines the needs and costs of each potential participant applying to the Wheelchair Campus Program at Edinboro State College.

Total Care

An individual receiving total care is one who is totally disabled physically, and, therefore, requires that all his/her activities and needs be carried out for him/her. Specifically, this person requires:

1. Dressing--total aid in putting on clothes, fastening snaps, buttons, buckles, etc.
2. Bathing and Toileting--total care in washing and bathing as well as transferring the individual from wheelchair to bathtub and/or toilet. This service also includes all of the hygenic ramifications involved.
3. Feeding--total aid in serving and cutting food and feeding food and drink to the individual.
4. Wheelchair Pushing--total mobility service from one place to another, whether it be in a room-to-room change or to class and about campus.
5. Academic Aid--near total aid in writing, typing, researching in libraries, note taking, etc.
6. Laundry--total aid in carrying out laundry tasks.
7. Incidental--toileting care during the day, drinking, eating (snacks), academic aid for special tasks, mobility to nonscheduled destinations, etc. $1,500/semester is the cost agreed to by Bureau of Vocational Rehabilitation.

3/4 Care

An individual receiving 3/4 care is one who is nearly totally physically disabled but is able to carry out some of his/her own personal functions (e.g., eating, some help in bathing, etc.). Specifically, this person requires:

1. Dressing--nearly total aid in dressing (same as for total care excapt this individual may be able to aid in gross movement).
2. Bathing and Toileting--extensive care in bathing and toileting although individual is able to aid in such things as balancing on commode or in the bathtub. Services still have to be provided in transferring, bathing, and toileting.
3. Feeding--aid is required in the serving, cutting of food, and

monitoring the eating situation.

4. Wheelchair Pushing--same as total care.
5. Academic Aid--same as total care.
6. Laundry--same as total care.
7. Incidental--same as total care, less aid in snacking between meals, etc. $1,100/semester is the cost agreed to by the Bureau of Vocational Rehabilitation.

1/2 Care

An individual receiving 1/2 care is one who is confined to the wheelchair but has some use of his/her upper body, arms and hands. Specifically, this person requires:

1. Dressing--minimal aid is required to fasten snaps, buttons, buckles, etc., as well as aid in helping to get clothes on properly.
2. Bathing and Toileting--aid in transferring from wheelchair to tub or commode, including minimal help in bathing and hygenic care.
3. Feeding--aid in serving and cutting, and then monitoring one's eating sessions.
4. Wheelchair Pushing--same as total care.
5. Academic Aids--aid is required in note-taking, typing papers, library research, etc., although the individual can prepare his/her own rough draft of papers, do own reading, etc.
6. Laundry--same as total care.
7. Incidental--aid in toileting, transferring, etc. $700/semester is the cost agreed to by the Bureau of Vocational Rehabilitation.

1/4 Care

An individual receiving 1/4 care is one who may, or may not, be totally wheelchair-bound but still requires some services, including wheelchair mobility outside of the dormitory. Specifically, this person requires:

1. Dressing--minimal aid in dressing, perhaps merely some help with snaps and buttons.
2. Bathing and Toileting--minimal aid in terms of monitoring the situation.
3. Wheelchair Pushing--aid in getting about outside the dorm to classes, etc.
4. Academic Aids--aid in note-taking, typing. $300/semester is the cost agreed to by the Bureau of Vocational Rehabilitation.

DISCUSSION

Many other areas beyond personal care are necessary to operate a reliable support-service system. Among these areas are the following: meal aid, academic aid, van coordination, recruitment, public relations, budget coordination, college work-study, commonwealth student payroll, housing coordination, evaluation of program functions, personal care supplies, equipment, Bureau of Vocational Rehabilitation correspondence, mid-level administration of the program, counseling, tutoring, job placement, proposal writing, and record keeping. It should also be mentioned that many of these areas can be coordinated by students, volunteers, or others who give time from classes and/or their regular jobs, as a stop-gap until real commitment can be achieved.

It should once again be noted that the income of the program is directly proportional to the number of students enrolled in the program. No-shows, and withdrawals seriously hinder the program in terms of budget cuts. When anticipated students do not come to the program, additional coordinating work and rescheduling is required. Also, their absence is expensive in terms of the waste of vacant rooms in renovated wings.

In conclusion of discussion, as previously stated, the purpose of this paper is to unveil a model. The Quarter Care System is an innovative and very adaptive tool.

Evaluation of the Quarter Care System to date has been through the usage of questionnaires (see Appendix). The questionnaires which require specific and elaborate responses are given, not only to the participants of the program, but a modified version is given to the workers, nondisabled students and some professors. This data is processed by staff relative to budgetary expenditure and rated service.

A number of research techniques are being explored for the future for denoting whether or not there is a correlation between academic success or failure and the quality of service.

A particular statement which lends itself well to the failures and frustrations of putting together programs and subsequent attempts at evaluation of those programs is:

> It is always an open question whether a contemporary social action program or project achieves its objectives. Effects can be

> expected to be small and hence not obvious to casual observation. Furthermore, so much change is occurring spontaneously or in response to larger movements in the society as a whole that it is difficult to separate out changes which are the result of a particular program from those which have occurred in response to other events. (Rossi & Williams, 1972)

SUMMATION

Presumably, research on the aforementioned material can be accomplished through rigorous documentations and measurements of the several variables which have been mentioned in contextual relationship to the Quarter Care System model presented in this paper.

The Wheelchair Campus Program at Edinboro State College is a very recent innovative idea for colleges across the United States. The infancy of the program has delimited opportunities for research on the results produced by the program.

Unlike the newness of the wheelchair campus program itself, a very old idea must be implemented before undertaking development of programs for the handicapped student. This idea being that it is absolutely imperative that an understanding by the staffs and administrations of the respective schools reflect a pluralistic attitude much like that which is relevant to multicultural educational programs operating today. The most relevant purpose of wheelchair campus programs is to mainstream physically disabled students into the avenues of opportunities experienced by students who are not disabled. In order to implement mainstreaming, wheelchair campus programs must function from a strategic point with channels leading to all aspects of a college's existence. In summary, management operations must be well organized and capable of flexibility in dealing with administrative activities along with a plethora of other tasks which signify smooth operations of a program.

APPENDIX

WHEELCHAIR CAMPUS PARTICIPANTS SURVEY

MALE ________ FEMALE ________

AGE GROUP:
______ under 18
______ 18 - 21
______ 22 - 25
______ over 25

How long have you been in the Wheelchair Campus Program? ______________

What is your disability? ____________

How did you hear of the program? ____

Why did you decide to enroll at Edinboro State College and in the Wheelchair Campus Program? ______________

Please rate the following areas using this scale:

1 = hopeless
2 = poor
3 = satisfactory
4 = has improved
5 = excellent

________ Personal Care delivery

________ Personal Care Scheduling and coordination

________ Van Service delivery

________ Van Service scheduling and coordination

________ Academic Aid delivery

________ Academic Aid scheduling and coordination

________ Meal Aide delivery

________ Meal Aide scheduling and coordination

________ Medical and clinical services (including counseling)

________ Overall administration of the Program

________ Overall administration of the College in relationship to the Program

________ Policies of the program

________ Policies of the college as related to the program

________ BVR policies

________ BVR delivery of services

________ Campus accessibility

________ Dormitory conditions

________ Maintenance services

Identify the program's major strengths/weaknesses. ________________

For each weakness, indicate your opinion of the source of the problem and your recommendations for a workable solution to the problem. (Use back of page if necessary.) ________

If alternatives existed to what you are currently doing, what would you choose to be doing? ________________

How do you think nonhandicapped students of this campus relate to and accept handicapped students on this campus? ____________________________

How do you think professors on this campus relate to and accept handicapped students in their classes?

____

What particular needs do you have as an individual which are not currently being met? ____________________

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EVALUATION OF PROGRAMS AND SERVICES FOR DISABLED STUDENTS

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ABSTRACT

This paper describes three basic types of evaluation: needs assessment, formative evaluation, and summative evaluation. Potential audiences for evaluations including decision makers and opinion leaders, program staff and participants, and the general public are discussed. Key issues that should be considered in evaluating programs and services for disabled students are highlighted.

WHAT METHODS CAN BE USED FOR EFFECTIVE PROGRAM/SERVICE EVALUATION?

An evaluation can serve a variety of purposes. The purpose of an evaluation depends on (1) the type of program or service, (2) the type of decisions that need to be made as a result of the evaluation, (3) the phase of the program, and (4) the information needs of those who are expected to use the evaluation results.

There are at least three basic types of evaluation. Each type can help assess a different phase in the life of programs/services for disabled students. One type of evaluation is done in the initial planning phase of a program so that the effort can be focused on meeting the important needs. This type of evaluation, often referred to as needs assessment, is used to help make planning decisions. A second type of evaluation, often called formative evaluation, occurs while a program is being implemented to college information about how it can be improved. Formative evaluation serves "implementing decisions" i.e., decisions about how well the program is being implemented as planned and what aspects of the program should be modified. A third type of evaluation focuses on the sum worth of a program--its success in achieving objectives, overall effectiveness for the funds expended, and impact on the intended audience. This type of evaluation, referred to as a summative evaluation, often occurs near the end of a program but can occur whenever attainments occur. Summative evaluation is used to make "recycling decisions" i.e., decisions about the future of a program or part of a program. (Fig. 1)

Needs Assessment

Needs assessment is a process for identifying gaps between "what is" and "what should be" and for determining priorities among these gaps. Needs assessment is a useful tool in the planning stages to focus a program in the right direction.

An excellent review of needs-

PURPOSE CHECKLIST

Instructions: Answer each of the following questions for your program by checking (✓) the appropriate response in the space provided.

Yes No

Needs Assessment. Is information needed about the priority needs and problems the program should address?

Formative Evaluation. Is information needed to monitor and/or improve the program as it progresses?

Summative Evaluation. Is information needed about the sum worth of the program?

Figure 1

assessment models and procedures for general education is An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels (Witkin, 1975).

Once you know which needs are top priority in your locality, you will be more able to design programs to meet these needs. Using data based information about needs as a basis for program planning will also allow you to justify your program to sponsors and constituents. A needs assessment can be oriented to student needs, program needs, or both. A needs assessment typically seeks input into the educational process from a variety of audiences, including students, educators, employers, and other community members.

Student-needs assessment. Objectives form the basis of an assessment of student needs and are usually stated as desirable skills, knowledge, and attitudes for students to possess. For example: "Students will be aware of all campus services for disabled students."

The purpose of a student-needs assessment is to find out (1) how well students are currently performing on each objective, (2) which objectives faculty, administrators, students, community members, and other relevant persons perceive to be most important for students. The bigger the difference between these two dimensions (performance and importance), the greater the need.

Program-needs assessment. A needs assessment can also focus on program needs. Program needs include the resources, activities, people, services, etc. that are required to deliver programs and services to students. A program-needs assessment could be used to determine the necessary steps for implementing programs or services, weaknesses in the current delivery system, and priority areas for new funding.

Size of the needs assessment. A needs assessment can be as big or small as required. It can be used nationwide, statewide, university wide, college wide, or within one course to help match a program to students' unique skill levels, interests, and backgrounds. A needs assessment should be initiated before a program begins so that the program can focus on high priority areas of need. However, it can also be conducted after a program has begun and then used to refine the specific objectives of the program so they will better meet the needs of the intended population.

Formative Evaluation

Once a program gets under way, there will still be countless problems and ways that it could be improved. Even the best laid plans need to be reshaped and refocused when they are put into practice. There are many evaluation techniques that can be helpful to provide information for improving a program. This type of information should help project administrators to make decisions about what aspects of the program need to be modified.

Evaluation for improvement can be as simple as scheduling periodic meetings with the program staff to discuss their problems and to ask for suggestions for improvement. It can also be more systematic and elaborate. However, even the most elaborate evaluation for improvement is usually based upon five fairly simple questions:

1. Are we still on target towards the program goals?
2. What are the strengths of the program? What are the best features? What's working well?
3. What are the weaknesses of the program? What are the most problem-riden areas? What's not working?
4. What suggestions, recommendations, and ideas do various participants in the program have for building on the strengths and reducing the problems?
5. What related opportunities or activities are occurring that the program should incorporate, take advantage of, or learn from? Is the program up-to-date with the "state of the art" of serving disabled students?

Although these questions appear to be simple and straightforward, obtaining accurate comprehensive answers to them is often difficult and time consuming.

Summative Evaluation

Judging merit or worth of a program is the heart of an evaluation. There are many different ways to assess outcomes, impact, merit, or worth. For example, you may decide to focus the evaluation on the intended outcomes or objectives of a program. Your question might be, "How well were the intended outcomes achieved?" However, at some point in the evaluation process you may realize that the objectives do not do a very good job of describing what really happened in the program. The objectives are often out of date. Perhaps the program has matured and changed since they were written.

This discovery may bring you to a second evaluation question? "To what extent have the program objectives been implemented as planned?" Sometimes there is an evaluation of activities and entities that never really existed. Worthen (1974) provides the following example:

> The concept of team teaching has fared poorly in several evaluations, resulting in a general impression that team teaching is ineffective. Closer inspection shows that many methods labeled as team teaching provided no real opportunities for staff to plan together or work together in direct instruction.

It is often valuable to find out which parts of a program have actually been implemented according to the original plans.

It is usually difficult to picture the impact of a program if only the intended outcomes are evaluated. This is not to say that intended outcomes should be ignored. Many times objectives, as stated in a project proposal or other planning document, reflect a commitment to your sponsors and constituents to work toward certain types of outcomes. However, you can also make a case for evaluating more than your intended outcomes. As a program is implemented, it matures, grows, and changes. Some things work and others do not. Program staff who are learning from failures and successes are modifying the program as it progresses.

A summative evaluation can be used to:

1. Describe key features, activities, and outcomes of the program in depth.
2. Determine the program outcomes, such as improved attitude toward disabled persons, reduced student absenteeism, and increased enrollment of disabled students.
3. Determine the impact of the program on desirable short-term student outcomes, such as improved self-concept, knowledge of available services, and job-seeking skills.
4. Determine the impact of the program on desirable long-range student outcomes such as job placement, job competence, and job satisfaction.
5. Determine if the cost of the outcomes produced is comparable to the cost of programs with similar outcomes.
6. Determine how well the program meets standards of excellence.
7. Determine how one program compares with other programs on common standards or criteria.
8. Meet the information needs of various audiences.

WHICH INDIVIDUALS OR GROUPS SHOULD BE INVOLVED IN PROGRAM EVALUATION?

Evaluations are conducted to provide useful information for influencing decisions. Since people make decisions, evaluations will be more useful if they are designed with specific people in mind. There are usually three types of audiences for an evaluation study:

1. Decision makers and opinion leaders who will use the evaluation results to influence decisions about the future of the program.
2. Program staff and participants who are directly affected by the evaluation.
3. The general public who would be interested in hearing about results but are not directly involved in the program.

The AUDIENCE CHECKLIST (Fig. 2) enumerates various audiences in these three categories who could potentially be served by your evaluation. Use the checklist to help decide which audiences should be involved.

Decision Makers and Opinion Leaders

The first group on the audience checklist includes decision makers with positions of formal authority as well as those persons strategically located at lower levels. This group usually represents the highest priority audience, especially if the focus of the evaluation is on the sum worth of the program.

A study of twenty federal health evaluations was conducted in order to identify factors that increase the use of evaluation results (Patton and others, 1973). The study revealed that the single most important factor was the "personal factor." The personal factor is made up of "leadership, interest, enthusiasm, determination, commitment, aggressiveness, and caring about the evaluation (or program.) In other words, when decision makers and other relevant audiences were involved in thinking through and designing the study and were interested in and committed to the study, evaluations had an impact. When these personal factors were absent, there was a marked decrease in impact. Individuals who care about seeing evaluation results utilized should take seriously their responsibility for identifying relevant decision makers. This means finding a few decision makers and other strategically located persons who have a genuine interest in evaluation information and in the program, who know what questions they want answered, and who know how to use the evaluation information once findings are available. Evaluation should be conducted with these specific people in mind. This is the key to success.

AUDIENCE CHECKLIST

Instructions: In the left-hand column, check whether the evaluation should serve each of the following audiences. In the right-hand column, place the audiences checked "yes" in rank order from greater to lesser importance. Use "1" as the highest rank.

Decision makers and opinion leaders. Have the sanction and support of relevant decision makers and opinion leaders for the evaluation been secured? For example:

Yes No Rank of Importance

University boards? ____________

Advisory committees? ____________

Community leaders? ____________

State boards? ____________

Federal funding sponsors? ____________

Legislators? ____________

Program staff and participants. Are program staff and participants involved in planning the evaluation? For example:

Program staff (teachers, coordinators, administrators, etc.)? ____________

Students? ____________

Others involved in implementing the program (volunteers from business, industry, labor, the professions, or government)? ____________

General public. Will the public be kept informed of the goals and results of the evaluation? For example:

Parents? ____________

Other concerned citizens in the local community? ____________

Professional colleagues working with disabled students? ____________

Figure 2

Program Staff and Participants

The second group of users of the evaluation results include program staff and participants.

1. Those who are accountable for implementing the program, such as administrators, faculty, project staff, other learning facilitators, coordinators, etc.
2. Those who help implement the program--such as resource persons from business, labor, industry, the professions, and government--but are not directly accountable.
3. Participants in the program.

Members of this group are frequently asked to use the results of the evaluation to make changes and improvements in the program. Members of this group are also likely to be the most threatened by the evaluation. During the initial planning phase and throughout the evaluation, representatives from this group should definitely be involved in:

1. Reviewing the evaluation plan to insure its congruence to actual program activities.
2. Suggesting additional important outcomes that the evaluation should assess.
3. Interacting with the evaluator to voice concerns, constraints, and limitations that should be acknowledged in the evaluation.
4. Reviewing evaluation instruments for their fairness, comprehensiveness, and sensitivity in measuring important aspects of the program.
5. Reviewing drafts of evaluation reports.

These people turn the key. If these individuals are involved in designing, critiquing, and implementing the evaluation, they will be more likely to accept and use the results of the evaluation to improve programs.

General Public

The third group of users of the evaluation includes parents, concerned citizens, professional colleagues, and others who are interested but not directly involved in the program. The evaluation results may serve several purposes with this gorup including:

1. Keeping the public informed about the goals and progress of career education.
2. Keeping colleagues informed about the progress, strength, and weakness of your program.

This group usually will not provide much input into the content and method of the evaluation; however, their opinions about the program may influence their future support of and involvement in programs and services for the disabled and indirectly influence the future of this particular program. The lock is open.

WHAT KEY ISSUES SHOULD BE CONSIDERED IN EVALUATING PROGRAMS AND SERVICES FOR DISABLED STUDENTS?

Criteria for Technical Adequacy*

(*Criteria in this category are adapted from work by Stufflebeam (1974) and Sanders and Nafziger (1976)).

Internal validity. Are the findings true?

External validity. Is the information "generalizable?" (i.e., what is the range of persons and conditions to which the findings can be applied?)

Reliability. Will the information be collected in such a way that if someone repeated the study they would obtain similar findings?

Objectivity. Have provisions been made to control bias in data collection and processing?

Representativeness. Will the information collected accurately and fairly portray the program?

Realistic criteria. Is the evaluation using realistic criteria for success?

Criteria for Utility*

(*Criteria in this category are adapted from work by Stufflebeam (1974) and Sanders and Nafziger (1976)).

Relevance. Does the information to be provided serve the information needs of the intended audiences?

Usefulness. Has a use been determined for each piece of information to be collected? Have the items with no apparent use been eliminated or modified?

Importance. Does the evaluation cover the most essential feature of the program?

Scope. Does the evaluation address all of the important questions?

Credibility. Will the audience trust the evaluators and suppose them to be free of bias in conducting the evaluation? Credibility of an evaluation is enhanced when the evaluator has independence from the program and expertise in evaluation.

Evaluators should be protected from roles and situations that hamper their objectivity and ultimately their credibility. There are three common pitfalls that hamper the credibility of evaluators. These are:

1. Role conflict. For example, a person who has helped to develop a program is asked to evaluate it.
2. Conflict of interest. For example, a professional colleague or personal friend is asked to conduct the evaluation.
3. Cooptation. For example, the evaluator's job security or status would be threatened by negative evaluation results.

Type of decision. Are you clear about the type of decisions that the evaluation results should influence?

Decision influences. What other sources of information besides the evaluation results will be used to decide the future of your program?

Political motivation. Was the evaluation initiated for basically political reasons?

Personal barriers and facilitators. Have you examined the various personal reasons that individuals may have for adopting or resisting the evaluation results?

Organizational barriers and facilitators. Have you examined the various organizational barriers to and facilitators for using the evaluation results?

Timeliness. Are the evaluation findings available in time to be used in making decisions?

Pervasiveness. Are the findings disseminated to all intended audiences?

Useful recommendations. Are recommendations sufficiently constructive, action-oriented, and specific to be used in decision-making and program improvements?

Audience-based. Are the evaluation results reported with the audience's values, information needs, and level of knowledge in mind?

Criteria for Implementation

Feasibility. Are time, money, and personnel adequate to carry out the evaluation as planned?

Evaluator-administrator responsibilities. Have responsibilities been clearly defined for the administrators and evaluators?

Communication/protocol. Have the channels of communication among the project sponsors, project director, project staff, and the evaluator been established?

Disagreements. Are there procedures for resolving disagreements between program staff and evaluators if and when they arise?

Flexibility. Does the evaluation plan allow for new information needs to be met as they arise?

Manageability. Do your staff have the time and expertise to summarize and analyze the information being collected? (For example, responses to open-ended questions will take more time and experience to interpret.)

Measurability. Is it feasible to measure the dimensions being attempted with the resources available? (Some dimensions, especially in the affective domain, are more difficult and time-consuming to measure precisely.)

Cost-effectiveness. Are the evaluation costs kept as low as possible without sacrificing quality?

Adequate time lines. Has enough time been allowed for conducting the evaluation? Time should be allowed for collecting information before, during, and after the program.

Criteria for Ethics

Payoff. Does the payoff for coming up with positive findings overshadow the payoff for conducting an effective evaluation?

Negative findings. Have you thought about how you would handle unfavorable or nonsignificant findings about your program?

Slanted evaluation. Is the evaluation being unjustly slanted in either a negative or positive direction?

Confidentiality. Will the evaluation guarantee confidentiality and protection for those who provide information?

Security. Have provisions been made to maintain the security of the evaluation data?

Candor. Are the limitations of the evaluation procedures explained candidly?

In context. Are the results qualified by and reported in the context in which they were collected?

Understatement. Are the results, conclusions, and recommendations free from boasting and overstatement?

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THE ROLE AND FUNCTION OF RESEARCH

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ABSTRACT

The following presentation is an effort to delineate the role of research in the higher education setting with particular emphasis on how such research impacts upon the client or student in the "laboratory" setting. The primary issue considered is the adequacy of governmental, institutional, and program guidelines in protecting human subjects.

How often have I sat in mild anguish as a speaker, presenter, seminar leader, etc. began his remarks with disclaimers concerning his knowledge or experiential background relative to his ability to handle a designated topic. The quiet and unarticulated comment I make to myself is, "If what you say is not a part of false modesty but is indeed the truth as you perceive it, then by what right do you impose yourself upon me and this audience? Is there not a basic courtesy missing here?" By what right do you ask for my attention?

Within the broader context of the subject of this seminar I have been asked to address the topic, "The Role and Function of Research." By the comments I make here you might well assume that I will plunge into a long discourse establishing my pedigree and general qualifications to speak on this topic. Not so. As a matter of fact, *I have* a kind of disclaimer. But it is not a pure disclaimer. In the correspondence to the coordinator of this conference in which I accepted the invitation to participate I said, "Although I do not feel entirely comfortable in dealing with some of the more pure elements of research, and although I definitely do not carry a researcher's portfolio, I feel as though I may be able to bring a worthy 'perspective' on The Role and Function of Research--particularly as it impacts upon program development and administrative response." This I believe and this is my justification and rationale for being with you today. Though this is possibly not the place for the development of the thought, let me just add parenthetically that research done within the institutional setting which does not recognize or consider the administrative and budgetary atmosphere for receiving and translating recommendations into program design--is questionable research.

Within the course of this presentation I have been asked to address myself to the following issues:

1. What guidelines should be used for research projects which are planned/implemented through a program for handicapped students?
2. What are the students' rights relative to participation in research?
3. Is the legislation regarding protection of human subjects adequate for research on the handicapped population?

I do not promise the definitive response on these items, but I will integrate a consideration of them within this presentation. I would also like to take a look at the federal context and implications, the institutional context and implications and the program context and implications.

As is the recurring possibility with most gatherings similar to this we could spend a great deal of our time in considering definitions and establishing perimeters. What is research? Are there specific functions research serves for the researcher? Are there specific functions research serves for the administrator who may not be an immediate functionary in the research project? What is the nature of these differences? What is institutional research? Can it somehow be separated from research which involves the immediate use of human subjects?

Although pedagogical and philosophical excursions into these areas might be fun, I feel that the effort would probably, for our purposes, be unwarranted and the dividends small. So, at the risk of sounding and, indeed, being oversimplistic, let me suggest *that the more you know about what you are dealing with the more* *able you will be to make intelligent and improvement-producing decisions. Therefore, the function of research is to increase the quantity and improve the quality of information on which decisions are based.* One must assume that at least basic goals have been established and that the vehicles for their achievement are at least tentatively and broadly identified. Therefore, one of the most important components of a *total* research project is the administrator who receives the results and recommendations. If time permits I would like to share with you a research experience I am still dealing with in my own institutional setting.

There *are* questions then we can now ask concerning any kind of research which goes on in the educational setting--and, for purposes of this conference we are dealing primarily with the educational setting.

1. Is there any such thing as research which does not involve human subjects?
2. How separate a concept is institutional research?
3. What is (should be) the relationship between researcher and administrator?
4. Should an administrator be his own researcher?
5. Who initiates research, delineates its goals and determines perimeters?
6. What are the several levels and elements of morality in research?
7. Are the general principles and tenets of research indeed generally applicable or are there some special considerations for the handicapped?
8. Who determines the limits of the capabilities of an institution or program to provide services?
9. Should a program's goals be limited by the present capabilities of the institution to provide services or should institutional change be aggressively pursued?
10. To what degree should program research be pursued in order to demonstrate to the institution what its (the institution's) inadequacies are?
11. What are the issues of accountability?--To client students? To the institutional hierarchy? To one's profession?
12. Does a program researcher or/and administrator have the responsibility to make sure that program growth and direction remain within the context of institutional goals or should this "balancing" responsibility reside at another level?
13. What are the questions to be asked as the ground work for establishing the research design and who should ask them?

I suggest that these are a few of the questions that need to be addressed and, in partial answer to some of the questions posed, I further suggest that even though a given program may seek to deliver special services within the higher education institutional setting, these services should not be so special that they go outside the deliberately set goals of the institution. At such time that research and program development seem to be at odds, the institutional goals need to be re-examined.

In Paul Dressel and Associates' *Institutional Research in the University* (1971) the following statement is made concerning the purposes of higher education:

> The recognized purposes of higher education are transmission of the cultural heritage, organization of and addition to the cultural heritage, and the extension of knowledge and research to the solution of social and economic problems. These purposes give rise to certain institutional functions: instruction to transmit the cultural heritage; research and integrative scholarship to expand the cultural heritage; and continuing education, extension, and applied research for fulfillment of the public service obligation. The extent to which these three purposes and associated functions constitute obligations for all institutions of higher education is not a matter of complete accord; all universities and most colleges recognize research as desirable, and public service activity is often encouraged as resources are available.

Dressel goes on to develop what is referred to as the narrow academic view and the broad social view--indicating that the narrow view of culture might include only Western Cultures while the broad view might encompass all cultures.

Now, I am very comfortable with this kind of definition because I can narrow the concept of cultures down even further so that it logically includes rather specific attention to ethnic and minority groups and groups identified by other kinds of characteristics. And if one considers that the academic concept of culture can include just about every academic discipline as well as all the arts, there is little that cannot be covered here.

Again, the three essential elements of the goals of higher education that we are dealing with here are:

1. Transmission of the cultural heritage.
2. Organization and addition to the cultural heritage.
3. The extension of knowledge and research toward the solution of social and economic problems.

Without going into any lengthy discourse concerning the implications to career and vocational preparation, let me say that I think that with just a little stretching, these concerns are logical inclusions here.

Accepting this kind of definition I am now able to deal with the role and function of research generally within the higher educational setting and perhaps even to get a handle on the role and function of research as it relates to the disabled student on American campuses.

The role and function of research in higher education or on American campuses is to determine what elements generally prevent the achievement of the goals I have mentioned and, more specifically, what elements prevent the achievement of these goals for the total community or a particular group; i.e., the handicapped, ethnic, racial, and cultural minorities, the nontraditional student generally, women, the economically and educationally disadvantaged.

More basically put, the question might be, "What are the elements which get in the way of the learning process?" (You will notice that these propositions are couched in the negative. I think that this is altogether appropriate and that research should generally be looking for the negative.)

We should take a few minutes now to quickly review the statutory context in which many of our research concerns must be put. I do not want to get unnecessarily involved in considering possible areas of research. I would, however, like to take a look at process, procedures, and client rights. Perhaps the best way to do this is by generating some discussion based upon a consideration of the legal context.

The following are highlight provisions (guidelines) excerpted and paraphrased from the most recent federal legislation regarding the protection of human subjects involved in research supported by the Department of HEW. (Title 45--Public Welfare, Part 46--Protection of Human Subjects, Federal Register (40 FR 33526) August 8, 1975.) I must assume the blame for taking any unusual license in editing.

Section 46.101. Applicability--Title 45 is applicable to all Department of HEW grants and contracts supporting research and other activities in which human subjects are involved.

Section 46.102. Policy--Safeguarding the rights of subjects involved in research supported by the DHEW is the responsibility of the receiving institution. It is the policy of the DHEW not to support research unless an institutional review board has approved the activity and submitted notification of such review to DHEW.

Section 46.104. Submission of Assurances--Recipients or prospective recipients of DHEW grants or contracts must provide written assurance acceptable to DHEW that they will comply with Title 45, Part 46. The compliance statement must contain a statement of compliance from the Review Board, review of the activities, a set of implementing guidelines, identification of the Board and a description of the review procedures.

Section 46.105. Types of Assurances--General--applicable to all DHEW supported activities conducted by an institution regardless of the number, location, or types of its components. Special--applicable to a single project. A special assurance will not be solicited from an institution that has a general assurance on file with DHEW.

Section 46.106. Minimum Requirements for General Assurances--The assurance shall be submitted in the form the Secretary requires and must include:

a. An institutional statement which will govern the rights and welfare of human subjects.

b. Implementing guidelines for an Institutional Review Board. The Board must meet the requirements as stated in 46.106b of Title 45.

Section 46.107. Minimum Requirements for Special Assurances--The assurance shall be submitted in the form the Secretary requires and must include:

a. Identification of the grant or contract by its full title, and by the name of the project director or other person immediately responsible for the conduct of the activity.

b. Statement indicating the establishment of an Institutional Review Board satisfying the requirements of Section 46.106(b).

c. Describe the risks to subjects that the Board recognizes in the activity and justify that the benefits outweigh the risks.

d. Describe the informed consent procedures and attach document.

e. Describe reporting procedures of the Review Board for changes in the proposed activity and any unanticipated problems.

f. Time schedule for review, no less than annually.

g. Be signed by the Board and an appropriate institutional official.

Section 46.108. Evaluation and Disposition of Assurance--The review will be conducted by experts and consultants engaged for this purpose by the Secretary. The Secretary's evaluation shall take into consideration the adequacy of the Review Board, appropriateness of the review procedures, complexity of the institution and other factors. Decisions--(1) approve, (2) enter into negotiations to develop a more satisfactory assurance, (3) disapprove.

Section 46.118. Institution's Executive Responsibility--The institution is responsible for the development and promulgation and continuing staff indoctrination. Appropriate assistance and support for the activities of the Board and the implementation of the Board's recommendations. The activities of the Board are subject to disapproval or further restriction by the institution officials.

Section 46.119. Institution's Records: Confidentiality--Copies of all documents pertaining to the Review Board are to be retained by the institution, subject to the terms and conditions of grant and contract awards. Information pertaining to a particular subject may not be disclosed except:

1. With the consent of the subject or the legal representative; or

2. As may be necessary for the Secretary to carry out his responsibilities.

Section 46.122. Conditions--The Secretary may impose any conditions upon a grant or contract that he deems necessary for the protection of human subjects.

Other topics and headings mentioned in the legislation but not referenced above include the following:

Section 46.103. Definitions.

Section 46.109. Obligation to obtain informed consent; prohibition of exculpatory clauses.

Section 46.110. Documentation of informed consent.

Section 46.111. Submission and certification of applications and proposals, general assurances.

Section 46.112. Submission and certification of applications and proposals, special assurances.

Section 46.113. Applications and proposals lacking definite plans for involvement of human subjects.

Section 46.114. Application and proposals submitted with the intent of not involving human subjects.

Section 46.115. Evaluation and disposition of applications and proposals.

Section 46.116. Cooperative activities.

Section 46.117. Investigational new drug thirty-day delay requirement.

Section 46.120. Reports.

Section 46.121. Early termination of awards; evaluation of subsequent applications and proposals.

The statutory or regulation guidelines would seem to be quite adequate relative to the protection of client or subject rights. It is extremely important to note, however, that the final responsibility rests with the institution. The implications are clear. The institutional and administrative atmosphere within which a researcher works is the most immediate protector of human subjects. The type of training and sense of professional responsibility a researcher has is perhaps the only element which is more immediate.

The documents from Indiana University (Appendix A) and the University of Georgia (Appendix B) I have distributed are examples of institutional efforts to assure the protection of human subjects while providing a moral, ethical and legal framework for conducting research. Appendix C represents a preliminary effort by a university program (operating within larger policies) to establish its professional attitude toward research efforts.

REFERENCES

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APPENDIX A

INDIANA UNIVERSITY

Documentation of Review and Approval
of
Research Project Utilizing Human Subjects

Project Title and Number: ______________________________

____

As the signature below testifies, the principal investigator is pledged to conform to the following precepts:

> As one engaged in investigation utilizing human subjects, I acknowledge the rights and welfare of the patient, or normal human subject, involved. I acknowledge my responsibility as an investigator to secure the informed consent of the subject by explaining the procedures, insofar as possible, and by describing the risks as weighed against the potential benefits of the investigation.
>
> I am in agreement with the Indiana University Statement of Principles Regarding the Use of Human Subjects in Research, and I understand that in research a fundamental distinction must be recognized between research in which the aim is essentially therapeutic for a patient, and research, the essential object of which is purely scientific and without therapeutic value to the person subjected to the research.
>
> If there is reason for me to deviate from these precepts, I will seek prior approval in writing from the appropriate University Committee.

______________________________ ______________________________
Principal Investigator or Program Director Date

This protocol for use of human subjects has been reviewed and approved by the University Committee at

____
Campus

______________________________ ______________________________
Chairman of Committee Date

INDIANA UNIVERSITY SUMMARY SAFEGUARD STATEMENT
To be Completed by
ALL INVESTIGATORS USING HUMAN SUBJECTS IN RESEARCH

(In compliance with HEW grants Administration Manual, Chapter I-40, Protection of Human Subjects dated 4/15/71 and Part 46 of Title 45 of Code of Federal Regulations as amended March 31, 1975)

PROJECT TITLE AND NUMBER: ____________________
PRINCIPAL INVESTIGATOR: ____________________
(typed name) (signature)
DEPARTMENT: ____________________
(date)

Instructions: In the space below (use additional sheets where necessary)

1. Briefly describe the purpose and nature of the present research proposal. State what, if any, benefit is to be gained by the subject(s) or what information is to be added to the general body of knowledge as a result of this research. (This includes research training grants. Each project should be treated separately.)

2. List all procedures to be used on human subjects with a description of those you consider beyond already established and accepted techniques.

3. Describe the necessary safeguards to be applied to protect the subject including maintaining the confidentiality of the records.

4. State whether or not you consider the subject to be "at risk." If you consider the subject to be "at risk," in what respect do the potential benefits to the subject or contributions to the general body of knowledge outweigh the risks?

5. If you consider the subject to be "at risk," state extactly what you tell him in lay language to obtain informed consent per items b 1-6 relative to each procedure wherein he is "at risk." This must be a form that is given or read to the subject particularly for this purpose. Please attach copy of form.

6. State how you will obtain documentation of informed consent. Answer even if you consider subjects not at risk. Do not use "inapplicable."

Definitions

(a) "Subject at risk" means any individual who may be exposed to the possibility of injury, including physical, psychological, or social injury, as a consequence of participation as a subject in any research, development, or related activity which departs from the application of those established and accepted methods necessary to meet his needs, or which increases the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of service.

(b) "Informed consent" means the knowing consent of an individual or his legally authorized representative, so situated as to be able to exercise free power of choice without undue inducement or any element of force, fraud, deceit, duress, or any other form of constraint or coercion. The basic elements of information necessary to such consent include:

   (1) A fair explanation of the procedures to be followed, and their purposes, including identification of any procedures which are experimental;

(2) A description of any attendant discomforts and risks reasonably to be expected;

(3) A description of any benefits reasonably to be expected;

(4) A disclosure of any appropriate alternative procedures that might be advantageous for the subject;

(5) An offer to answer any inquiries concerning the procedures; and

(6) An instruction that the person is free to withdraw his consent and to discontinue participation in the project or activity at any time without prejudice to the subject.

APPENDIX B

UNIVERSITY OF GEORGIA POLICY ON HUMAN RESEARCH

The policy stated below is designed to protect the rights and welfare of human subjects involved in all research and training programs at the University of Georgia. The policy applies to all investigations and training programs which involve the use of human subjects in any way. The policy will be enforced by the Vice President for Research and a faculty review committee. This committee will be familiar with and guided by the principles of the "Ethical Standards in Research" in Ethical Standards of Psychologists, American Psychological Association, the World Medical Association's Declaration of Helsinki, and the Institutional Guide to DHEW Policy on Protection of Human Subjects.

1. Research involving human subjects must conform to the moral and scientific principles that justify such research and should be based on scientifically established facts.

2. Research involving human subjects should be conducted only by scientifically qualified persons and under the supervision of a senior scientist.

3. Research involving human subjects should not be carried out unless the importance of the objective is in proportion to the inherent risk to the subject.

4. Special caution should be exercised by the scientist in performing research on human subjects in which the personality of the subject may be altered or disturbed by experimental procedures.

5. Research and training programs involving human subjects must respect the rights of privacy of subjects and assure that maximum confidentiality of personal information will be maintained.

6. In the purely scientific application of research carried out on human subjects, it is the duty of the investigator to protect the life, health and welfare of the subjects, within the context of the research situation.

7. The nature, the purpose and the risk of the research must be explained to the subject by the investigator. If, for any reason, the nature and purpose of the research cannot be explained to the subject, the investigator must demonstrate the necessity of this approach to a committee of his peers, as well as indicate the provisions for safeguards that may be needed.

8. Research on a human subject must not be undertaken without his free consent after he has been informed of the risks involved.

9. The subject of research should be in such a mental, physical and legal state as to be able to exercise fully his power of choice and his grant of consent.

10. Consent should, as a rule, be obtained in writing. However, the responsibility for the care and protection of subjects in research always remains with the research worker; it never falls on the subject even after consent is obtained.

11. The investigator must respect the right of each individual to safeguard his personal integrity, especially if the subject is in a dependent relationship to the investigator.

12. At any time during the course of research the subject or his guardian should be free to withdraw consent for the research to be continued.

13. The investigator or the investigating team should discontinue the research if in his or their judgment, if may, if continued, be harmful to the individual.

APPENDIX C

INDIANA UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

To: Groups Program Staff

Subject: Research Criteria

From: Rozelle Boyd

Dept.: University Division

Date: May 21, 1974

The attached excerpt from the Special Services Program Manual though very brief, adequately and clearly defines HEW's posture regarding research efforts. Though I often find myself in disagreement with some of the restrictions of HEW, I find no difficulty at all in accepting the parameters here defined. The restrictions generally compliment my own attitudes. Though I am sure that these restrictions will on occasion hamper our own goals, I generally think that they show an awareness of some of the possible "research abuses" which could occur within a Special Services Program which has such a conveniently defined population. I would invite your reaction to the following suggested research criteria.

1. The primary administrative concern we must have is whether the information sought is needed for programming purposes. It should be clearly understood that our main administrative concern for Groups Program research efforts is that they have clearly identifiable benefits to the program and that they afford some immediate feedback.

2. The investigator's concern for personal research goals should not significantly overshadow the concern to generate data which would have programming implications to the Groups Program.

3. The research supervisors and principle investigator should understand that the research design will have to complement program structure rather than the converse.

4. If a control group is necessary, it will be the investigator's responsibility to create such a group from resources outside the program. As per the implications of the HEW guidelines, the inherent assumption here must be that the theory, practice, procedure, etc., works and that the research seeks to determine to what extent and under what circumstances it works best and whether the yield justifies a continuing or new effort.

5. If the research effort has long range implications which stretch beyond the investigator's availability in the Bloomington area, there should be a clearly defined plan of follow-through which should include an operational timetable and action recommendations. These action recommendations should be contingent on the research conclusions. Research efforts which involve the principle investigator for a limited period of time must yield some research conclusions while the investigator is still conveniently available.

The viability of the follow-up program for all research efforts will be a prime concern in assessing worth.

6. The researcher cannot have "prior claim" on any materials generated by the research effort. It should also be noted that it is the researcher's responsibility to understand the Indiana University Patent Agreement.

7. The general circulation of research findings must be with the permission of the Groups Special Services Program Director. While every effort will be made to maintain the integrity of theses or dissertation projects, we will exercise "rights of review" on scholarly papers, journal articles, seminar presentations, etc.

8. If there are budgetary concerns associated with any research effort, they should be clearly delineated before the initiation of the project. The degree of involvement of Groups Program staff should generally be minimal. Specific responsibilities should be specifically understood.

The above items represent a first effort to commit to paper and formalize what has been our informally developing position on the myriad of research requests we receive each year. Although the above suggestions might seem to carry a flavor of "defensiveness," we should be very conscious of and sensitive to the fact that many research requests are absolutely legitimate in their inception and operation and can possibly provide resources and talents which would not ordinarily be available to us.

We will consider the implications of this memo in a future staff meeting and possibly work toward its refinement into a position statement. Perhaps at that time we might also want to consider the basis on which we initiate research requests.

RESEARCH IN HANDICAPPED STUDENT SERVICES PROGRAMS

Lex Frieden, Texas Institute for Rehabilitation and Research; and Roger Russell, University of Houston

ABSTRACT

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students and ultimately an enhanced lifestyle for handicapped persons. Typically, there are two generally discernable categories of research which may relate to handicapped student services programs. These are *inside* research and *outside* research. Inside research is usually done to evaluate program processes or outcomes; whereas outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. In addition to describing both types of research, this paper discusses the important issues of informed subject consent and informed administrative consent. Finally, a research-oriented method for objectively assessing student needs is suggested and justified.

Research, as it relates to handicapped students in an educational setting, may serve many purposes: Research may be done in order to assess or establish the need for a certain program or services. Research may be done in order to study the behavior or attitudes of handicapped students. Research may be used as a tool to evaluate existing programs. Research may help to suggest new ways to strengthen existing programs. Research may help find new ways to solve problems. In any case, research is a topic which at one point or another is bound to be an issue with relevance for handicapped student services programs.

The fundamental assumption of research in handicapped student services programs should be that increased knowledge through scientific investigation will result in improved services to disabled students, and, ultimately, an enhanced lifestyle for handicapped persons. Basically, research in this context falls into one of two major categories. First, there is what shall be called *inside* research: that is research which is done by a handicapped student organization or service program. Secondly, there is what shall be called *outside* research: that is, research which is done by a source not directly affiliated with the handicapped student services program. Research which falls into either of these categories may be focused on the handicapped student services program itself, or upon the population of individuals which it affects.

Inside research is usually done to assess needs, suggest new ways to solve problems, or to evaluate programs and services. Research of this nature which has specific practical application to existing service delivery programs is generally recognized as program evaluation.

In the early stages of development of the handicapped student services program, evaluation may appear to be of secondary importance. Certainly, the purpose of such a program is to provide services. However, as programs are developed, they must begin to demonstrate effectiveness. In this era of zero-based budgeting and zero-based planning, accountability and cost effectiveness are of critical importance. Program evaluation should be seen by the administrators of handicapped student services programs, by the sponsors of those programs, and by the recipients of services which those programs provide, as a means of maximizing benefits and maintaining quality services. Program evaluation has the ability to indicate the best possible use of resources to provide the highest quality services at the lowest possible cost.

Program evaluation techniques range in complexity from the very simple to the very sophisticated. Although most people associate program evaluation with highly technical methodology involving such things as control groups, independent and dependent variables, longitudinal studies, and various sampling techniques, many kinds of evaluation are not complicated and require little or no background in research methodology. It is true that a basic understanding of the uses of a few statistical techniques can extend the range of types of evaluations one can do. However, the idea that program evaluation has to be difficult to be good is incorrect.

Program evaluation is, very simply, a data-based application of the decision-making process. Before one can evaluate a program effectively, the program objectives must be clearly and accurately stated. Questions which the evaluation is meant to answer should be asked before the evaluation begins. The best and most comprehensive evaluations are those which measure both program process and outcome.

After questions have been raised and objectives clearly stated, one should look at the different ways a problem might be answered and decide on a systematic course of action. Appropriate information or data must then be gathered and analyzed. Data which measure effort, effectiveness, efficiency, and quality are usually best. These data may be in the form of rates, ratios, and index numbers which have been extracted from counts, costs, time, rating scales, psychological test results, and so forth.

After the data have been carefully examined and analyzed, a report should be written and recommendations based on the findings should be made. Program evaluation will never accomplish anything unless it is used. It must be an element of decision making.

Outside research is usually done to answer certain questions about the "special" population served by handicapped student services programs. It is usually conducted by students or faculty members at the host institution, or by other researchers in the community at large.

Typically, outside research is the type of research which is intended to add to the knowledge base of descriptive information regarding disabled people, or to develop knowledge essential for enhancing the quality of life of disabled persons. Among the topic areas which have been explored most frequently are sexuality among disabled people, friendship patterns of disabled people, mobility patterns of disabled people, attitudes of disabled people, and attitudes toward disabled people.

In many cases, the Office of Handicapped Student Services is identified as a source of research subjects. Thus, the program administrator becomes involved as the gate keeper of a subject pool. In this role, the coordinator or director of the program is in the position of deciding whether or not the proposed research is to be brought to the attention of disabled students served by the program. With the exception of occasional consultation, subject identification may be the full extent of involvement by the Office of Handicapped Student Services in outside research.

There are two key issues related to both inside and outside research. These are: (1) informed subject consent and, (2) informed administrative consent.

Anyone who is a subject or participant in research which is conducted in an educational setting must be completely informed about the nature of that research and about the methods to be used. Additionally, that person must give signed consent to be a subject or to participate in research. In other words, every person has a right to decide whether he or she will or will not participate in research--after he/she understands how he/she will be involved in that research. This informed consent is required by law and any program which conducts research or which facilitates research must be able to document the fact that each subject in that research has been informed about the research and has agreed to participate in it.

Several items of great importance are related to the area of signed consent. The first item involves individual privacy of the subject. If research in any way is likely to or planned to violate the individual privacy of a subject, then the subject must agree to that. Subjects must be told in what way their personal privacy may be violated. Also, subjects should be warned of any possible danger, risk, or discomfort to themselves as a result of their participation in research. Finally, subjects should be free to withdraw their consent and stop participation in research at any time.

Legislation relating to human subjects protection in the United States today is very strict. It was designed to protect persons from unwittingly being involved in research which might be threatening or dangerous to them. Handicapped student services offices should be keenly aware of these regulations. They should inform their constituents or clients of their individual rights in this regard as it relates not only to research conducted by or through handicapped student services programs, but also to research which may affect them as individuals under any circumstances.

The second generally critical research issue to be discussed here relates to informed administrative consent. This means that the handicapped student services office, as part of a larger organization, should clearly inform and obtain consent from an appropriate source of administrative authority within that larger organization. The proprietary of that source will certainly depend upon the specific setting. However, organizationally speaking, that source will usually be the administrator to whom the handicapped students office directly reports, or an administrative authority within the organization principally designated to authorize, administer, and coordinate research. In fact, "informed consent" statutes require host institutions (i.e., schools, colleges, universities, etc.) to maintain a committee to review and approve any or all research done at or by the institution which involves human subjects.

Having provided a basis for understanding the basic kinds of research and several key issues relating to research in handicapped student services programs, this paper will now focus on the application of a research oriented approach to the objective assessment and programmatic satisfaction of student needs.

It is typical and often desirable to discuss service delivery programs in terms of the needs that they attempt to meet. One way to define a need is to say that it represents a gap between some existing state of affairs and some desired state of affairs. Thus, for example, if the current state of affairs is that there are few handicapped students participating in recreation programs at a university, and if the desired state of affairs is that there be more handicapped students participating in those programs, it may be said that there is a need for more handicapped students to be in recreation programs. It follows that there may be several possible means of satisfying this need, including the establishment of a special recreation program for handicapped students.

Stated in these terms, needs are clearly related to the outcomes of the programs designed to meet them. When needs are stated in terms that may be translated into objective outcomes, it becomes much easier to assess the degree of success or failure of the program. If the outcomes of the program meet the stated needs, it is deemed successful; and if not, it is considered to be unsuccessful. In the example given above, the assessment of the success of a recreation program may be simply accomplished by comparing the number of handicapped students involved in recreation before and after implementation of the program.

One advantage of the point of view suggested here is that emphasis is placed directly upon desired outcomes rather than upon the methods or processes for reaching the outcomes. As a result, it is easier to distinguish the possible alternative avenues for reaching desired goals. There is surely no doubt that more than one sort of outcome may attend each program or strategy designed to meet a need. These different consequences must be weighed in choosing the specific approach to be employed. However, if the need assessment and the program intended to meet the need are both expressed in terms of objective gaps and outcomes, the implications of the program will remain distinct and the purposes or goals of the program will remain in focus.

The approach to needs and programmatic satisfaction of needs advocated here is based upon making some initial assessment of existing needs. The needs presently met by handicapped student services programs may primarily be those felt or perceived by administrators. While these may be accepted as accurate understandings of the needs of handicapped students, they may not be the same needs that the students themselves would perceive and identify.

Administratively, it may appear that it is a good idea to have an office for handicapped student services, but unless that office is actually fulfilling some needs which are perceived or which have the potential to be recognized by the students themselves, the approach is not likely to prove successful. To reflect on the earlier example, anyone may say that handicapped students need a recreation program, but if the students themselves do not agree, they are not likely to be interested in attending or participating in such a program.

Needs assessment should in every case, take into consideration the viewpoints of all parties involved. With respect to handicapped students programs in particular, needs assessment should involve program administrators, handicapped students, and perhaps the community at large.

One might expect that handicapped students would be able to report their needs directly. In fact, surveys based upon representative samples are sometimes useful in determining needs. On the other hand, a need implies some form of deficiency and individuals who experience needs either consciously or subconsciously may have negative feelings about them. Disabled persons sometimes prefer to concentrate on their functional strengths as opposed to their weaknesses, even to the point of ignoring real deficiencies in their environment and the quality of their lives. Consequently, needs may not be reported, or they may be distorted.

In other cases, a lack of knowledge or specific information may result in a failure to recognize needs. An example here would be the case of a handicapped student who has never gone to the bowling alley at the University Center and consequently may not realize that a ramp is needed there in order to make the bowling alley accessible to persons in wheelchairs.

It is important to obtain objective input from a variety of sources when assessing needs in order to avoid oversights caused by lack of sufficient information or personal insecurities. Ideally, some sort of comparison between the behavior of able-bodied students and that of handicapped students might best serve the purpose of assessing the needs of disabled students. Such a comparison may be made on the basis of data gathered from self reports by both groups and the use of naturalistic observations. Analysis of this data should reveal areas where gaps may exist. Needs may then be a function of the observed gaps between what happens to the handicapped students and the able bodied.

This is not to say that all perceivable needs could be determined by the methods suggested above. Indeed, there may be some needs which are experienced by both disabled and nondisabled students. In these instances, the process of assessing needs might locate some situations that involve gaps for all students.

One necessary precondition for making a needs assessment which involves handicapped students is adequate access to and communication with the specific subpopulation of students who are handicapped. Two previously mentioned considerations must be made and accounted for before such access and communication should be expected. These are: (1) the host institution itself must cooperate in helping to secure knowledge of students who are handicapped, and (2) the rights of the students in question, particularly the rights to privacy, must not be violated in the process. After these considerations have been secured, handicapped students may be actively recruited to participate both in programs and research.

Once there is concrete information about who the handicapped students are and some clear indication of their needs, it will be possible to design and implement successful programs. Since the programs will directly address objectively assessed needs, they will embody outcomes that will satisfy those needs. Because the attempt will be to arrive at specified goals, alternate routes or means of satisfying those needs may be tried and evaluated. Thus, there should be both flexibility in implementation and an opportunity for ongoing evaluation.

It is possible that, in the end, those who attempt to implement programs for handicapped students will find that there are insufficient needs to justify the programs offered. It may be that the needs identified, while they are real and tangible from one perspective, are not felt by the target population, disabled students. In any case, further assessment should tell how to deal with the situation--it should reveal whether or not the programs should be continued, or if other types of programs are desirable.

Needs assessment is, of course, not the only task which may be facilitated or enhanced by a research-oriented perspective or by the application of research methodology. The preceding discussion does, however, illustrate the extreme order and clarity which research may lend to an otherwise complicated problem.

As handicapped student services programs begin to expand and proliferate in order to meet the growing demand of increasing numbers of handicapped students, and as they become more sophisticated in terms of the services they provide and the functions they fulfill, the value of research will become more and more apparent. Programs which integrate sound research in their total effort will contribute far more to the handicapped individuals they serve than those which do not.

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INSTITUTIONAL RESPONSIBILITY FOR DISABLED STUDENTS

David Wayne Smith, D.Ed., University of Arizona

In preparation for this assignment I reviewed several documents including sub-part E, Post-secondary Education Non-discrimination and the Basis of Handicap, Federal Register, May 4, 1977. Based upon this review, I believe the essense of this legislation to be that postsecondary educational institutions should strive to make programs, services, and facilities accessible to disabled persons.

The first question I have been asked to address pertains to the responsibility of the institution for initiating and maintaining funding for special services necessary in order to accommodate disabled students.

I believe it is important for us to recognize that the traditional mission of the typical postsecondary educational institution in the United States has not included a concern for physically, mentally, and emotionally handicapped persons. I would doubt whether too many school officials have conducted a critical review of Section 504 of the Rehabilitation Act of 1973. It would be interesting, therefore, to have a survey study conducted to determine how postsecondary administrators view the implications of removing architectural barriers, making classrooms accessible, modifying physical education programs, encouraging curriculum provisions, and, in general, providing for the special needs of disabled students. I believe there are, at the most, only about 250 special services programs within the approximately 1900 universities and colleges and nearly 1240 community colleges, junior colleges and technical schools (two-year institutions).

Historically, universities have maintained a posture of administrative and academic concern primarily for the intellectual development of the student. However, just as there was a growth in concern for the extracurricular and personal needs of the student in the '50s, (and certainly there may have been an overemphasis on intercollegiate athletics during the last twenty years), I also believe the universities and community colleges will eventually respond appropriately to Section 504 legislation. However, at the University of Arizona, where I have promoted services for disabled students for over two decades, we have made significant gains. I must concur with the observations of Dr. Kent B. Kloepping, Director of the Special Services Program at our University, in his comments in the May 31, 1977 Chronicle of Higher Education, in which he states,

> I am a firm believer that if you get reasonable people together you can work things out. If you want to develop services for handicapped students, don't go out and get a counselor for the handicapped. You have to have someone who knows the particular university.

I believe Kloepping is talking about commitment. The University of Arizona, for example, has spent at least $425,000 in state funds in the last three years for extensive physical renovation to make the entire campus and dormitory accommodations more accessible to disabled students. Actually, modifications in the physical plant at our University have been occurring for over twenty years, largely because of administration commitment to the program.

From time to time at our institution, we have also exerted leadership and demonstrated commitment in more specific areas of need. For several years under federal funding, we provided extensive interpreter services for deaf undergraduate and graduate students attending classes in our university. We made it possible during that period for five deaf individuals to complete doctorate degrees.

Most postsecondary schools are not prepared to handle the more seriously disabled. Thus, I recommend the establishment of regional centers using federal funding and other financial incentives. Many universities are prepared for such assignments and would welcome the opportunity.

A paramount problem facing nearly every institution considering the matter of accommodating disabled students is the cost related to the elimination of architectural barriers to make campuses, classrooms, and living accommodations more accessible. Federal funds have been available for several years for such purposes. At the University of Arizona we have used both federal and state dollars over a period of twenty-two years to remove most architectural barriers and improve access. In addition, we have renovated dormitory rooms for disabled students. Our campus, today, is essentially barrier-free. Few postsecondary institutions have made good use of available funds. Some form of institutional consultation is necessary for the future. Provision of such a service should be one of the topics of this conference.

I believe it is absolutely essential that every postsecondary institution strive to remove architectural barriers, prevent these from occurring in future buildings, and seek local and federal funds to achieve this goal. I consider architectural barriers to be less controversial and perhaps the easiest 504 requirement with which to comply.

With respect to criteria for determining responsibility and funding, I believe certain routine, specialized services must be available to disabled students, just as certain specialized services have historically been provided for nondisabled students. I believe these services should include special counseling and advising. The provision of special programs and trained faculty in physical education and in-service education designed to assist faculty advisors and instructors to better understand the specialized needs of disabled students are necessary. These services can be provided by the institution as an integral part of the ongoing program with little or no additional cost, provided there is the appropriate dedication to change.

There is another group of services which would be much more difficult for the institution to justify providing from a financial perspective. This would include reader services, interpreter services, guide dogs, attendants, medical care, tutoring, transportation, and many others. In Table 1, I have attempted to group services by category and to assign responsibility.

Dr. Ray Jones, Director of the Center on Deafness at California State University, Northridge, states in a letter of June 14, 1977, "At the university level, California (for the first time in its history) provided this year very nominal support to each campus which in most campuses partially funds an "enabler for handicapped students." I would have little difficulty designing a full-service model for intellectually qualified, but otherwise disabled, youth at our institution. The cost of such a full service model would be $250,000 per year and this program would serve some 300 disabled on a campus of 30,000. It is a matter of advocacy and commitment, and this is what ideally should be available on

TABLE 1

DISTRIBUTION OF TYPICAL REQUIRED SERVICES AS BASES FOR SETTING CRITERIA FOR POST-SECONDARY RESPONSIBILITY

University services at little or no additional cost--only reallocation of existing resources	Services provided with some federal incentive, including Special Services financing assistance	Family support, private or federal insurance or other resources
Student counseling Student advising Adaptive physical education Special library services Prevention of architectural barriers	Removal of architectural barriers Reader services Tutorial services Interpreter services	Specialized transportation Medical care Attendants

all campuses. For this reason, I remain a strong supporter of the federally funded special services programs and believe this effort should be greatly expanded. This is a resource to encourage postsecondary education institutions to develop special services programs.

Who then should pay for the host of required services? Included may be costs (as I indicated earlier) such as medical care, modified housing, removal of architectural barriers, special advising and counseling, transportation, specialized physical education, a tutorial system, interpreter and reader services, and other specialized services not typically found within the scope of responsibilities perceived by the average administrator.

I do not believe the typical postsecondary educational institution has made full use of available funds from the state rehabilitation programs. The rehabilitation program in every state is a state-federal relationship with the federal government paying 80 percent of the cost of rehabilitation and the state paying 20 percent. The 1973 revision of the State Rehabilitation Act calls for additional services to be provided to the more seriously disabled. Again, speaking from the viewpoint of our experiences at the University of Arizona, we have had excellent success in having our state rehabilitation agency pay for some of these highly specialized activities such as reader services, interpreter services, etc. However, when you consider required medical care, specialized transportation, and attendant services, this is a dimension foreign to most administrators.

Dr. Jones comments that "The criteria to be used for funding in my judgment would include three factors:

> First: Handicapped students should be entitled to their fair share of college-university services (instruction, student activities, health services, work study, etc.) the same as any other students.
>
> Second: Services required above "normal instruction" for the student to function successfully in the classroom, should be provided by the University through some form of "excess cost reimbursement" from the State University system.
>
> Third: Costs relating directly to the physical handicap of the student and which would normally be met whether or not the student was a student should be met under case service funding from the Department of Rehabilitation (assuming the student is also a client).

Dr. Jones then states that he is

> . . . philosophically opposed to building programs for handicapped students utilizing only federal and/or grant funding. To me this is second class citizenship with the program continuing only as long as there is money. In my judgment, handicapped individuals are citizens and are entitled to the same opportunities (including education) as their nonhandicapped neighbors. Education has set a national precedent in its "excess cost reimbursement" for educating handicapped students at the elementary, secondary, and (in California at least) community college levels. I see no legal or moral justification for not extending this principle to the college and university level.

Ms. Helen Jones, Program Administrator for the Physically Limited Program at DeAnza College (a community college in Cupertino, California) writes on June 14, 1977, that

> . . . the individual California community college initiates program for physically limited students but keeps detailed records to be sent to the state Chancellor's Office quarterly. At the end of the academic year, the community college is reimbursed (this year $785 per student) for excess costs incurred in providing services for physically limited students. Many California community colleges have extensive programs for a wide variety of handicapping conditions and the philosophy is to try to pay for the programs through ADA production and then request a small amount in excess costs from the state.

I believe the federal dollars currently available should be increased to include additional schools prepared to initiate special services programs. These administrative units should be staffed with very skillful counselors and people knowledgeable about all of the requirements of disabled people. I believe it is also important to employ in such programs disabled persons who have had the appropriate training. In our Special Services Program, for example, both the director and assistant director are wheelchair-bound, physically disabled people. One possesses a doctor's degree in rehabilitation counseling, the other a master's degree. I cannot support the contention that physically handicapped people, regardless of their skill levels, are in the best position to assist the handicapped.

These specialized administrative units, once the federal seed money has been utilized to establish the office, should become university responsibilities. The administrative location can be either under the dean of students' office, under a vice president for student affairs, or in one of the departments of the university. In our institution, the Special Services office has been included as an integral part of the responsibility of the College of Education as a training base for rehabilitation students. I am suggesting that since the disabled student population is substantial at our university, we have recognized the need to meet these special needs. Funds have been provided to supplement the available federal dollars in recognition of these needs. This program has been in existence for about seven years and has been highly successful.

In summary, the greatest need in this area is to change attitudes among postsecondary educational institution administrators. Often poor attitudes are born of ignorance and thus such programs as the Special Services unit at the University of Arizona should be fostered on every campus. These units should be initiated at federal expense and gradually become an integral part of the university's student services program. Special Services offices should be staffed with trained rehabilitation personnel and include disabled persons who are also trained. Reliance on volunteer help is important and part of the cost of operation can be written off where students from rehabilitation, psychology, special education, and other fields use the program for clinical experiences. Duties of volunteers include interpreting, performing as readers, aides, and the like.

If more elaborate regional centers were to be established, these should be in schools where medical and allied health students could participate in the programs. I can perceive these centers as excellent clinical resources for selected fields of study. There should be extensive federal funding available to share part of the cost of the operation.

In conclusion, funding postsecondary special services for intellectually qualified, disabled students is a complex problem. Of equal importance for your deliberation is the matter of changing attitudes of administrators so that due consideration can be given to this area of need. I believe we must recognize that provision of an adequate special services program in postsecondary education for the disabled must be a working relationship. The financial obligation of providing these specialized services will need to involve funding from federal, state and local governments, the private sector, and from the student's resources. Perhaps certain private and federal insurance systems can be developed to spread the costs of providing such specialized services.

Perhaps all future prospective educational administrators should be exposed to courses and clinical experiences with disabled students as part of their preparation. We have done some of this in Arizona. Education administration majors often complete program minors in rehabilitation.

FUNDING--WHO PAYS FOR WHAT?

Julie Morrissey, Ohio Rehabilitation
Service Commission

ABSTRACT

This paper deals with the basic regulations of Section 504 of the Rehabilitation Act of 1973 and the role of the State Vocational Rehabilitation Agency in assisting colleges and universities in complying with this ruling.

While the major responsibility of providing an adequate education for the physically disabled student lies with the educational institutions themselves, the funding agencies are obligated to sharing in this responsibility.

On April 28, 1977, Secretary of Health, Education and Welfare, Joseph A. Califano, Jr., issued final regulations pursuant to Section 504 of the Rehabilitation Act of 1973. In many cases this regulation calls for dramatic changes in the action and attitudes of institutions and individuals who are recipients of HEW funds.

The regulation imposes on recipients of federal funds, namely in this case institutions of higher education, requirements such as the following:

1. All new facilities must be barrier free, i.e., readily accessible to and usable by handicapped individuals.
2. Programs or activities in existing facilities must be made accessible to the handicapped within sixty (60) days and, if no other alternatives such as reassignment of classes, etc., will achieve program accessibility, structural changes in facilities must be made within three (3) years. There are *no exceptions to program accessibility*.
3. Colleges and universities must make reasonable modifications in academic requirements, where necessary, to ensure full educational opportunity for handicapped students.
4. Educational institutions (and other social service programs) must provide auxiliary aids for the handicapped such as reading services, interpretors for the deaf, etc., to ensure full participation of handicapped persons.
5. All recipients of HEW funds must complete within one year a self-evaluation process, *in consultation with handicapped persons and organizations*, to determine which of their policies and practices need to be changed to assure equal opportunity for handicapped Americans.

In light of these regulations, the State Vocational Rehabilitation Agency will continue to play a role to assist colleges and universities in complying with this rule. The primary role of the State Agency is viewed as consultative. That is, state agencies may serve in an advisory capacity to institutions of higher education in terms of assistance in planning for and implementing changes and modifications to comply with Section 504. The state agency may also direct the college or university to consumers and other interested individuals such as architects, engineers, etc., who may be willing to lend their expertise to the compliance effort. This consultative role of the rehabilitation agency has been utilized by many colleges and universities already and should be a very valuable aid to many more institutions searching for advice and assistance in order to comply with the law.

Another role of the State Agency in this effort is the continued direct aid which it may provide to eligible clients. Such assistance can involve tuition, books, supplies, auxiliary aids such as reader and interpretor services, maintenance and transportation services, etc. It should be noted that vocational rehabilitation services have always been and continue to be provided on an individualized basis depending upon the needs of the client taking into account the person's own available resources. Of course not all disabled students are necessarily eligible for vocational rehabilitation services but may still need special assistance in order to participate in the academic and social life of the campus. Thus, institutions must be prepared to accommodate these individuals and provide the specialized help they may need.

The utilization by the State

Agency of grant monies to assist colleges and universities has been provided in many states in past years. In numerous cases grant funds assisted in establishing many specialized services for the handicapped on campus as well as architectural modifications and special instructional materials. Funds for this type of assistance are necessarily very limited and in some cases nonexistent. Thus, vocational rehabilitation cannot be depended upon for financial support through grant mechanisms to assist all of the institutions which need that type of support. The State Agency's major concern is direct service to eligible clients in order to assist the individual in becoming vocationally rehabilitated. With the need to service increasing numbers of severely disabled clients and the concern for specialized and individualized services to all eligible clients, funds for grant assistance to colleges and universities are necessarily restricted or not available at all. Institutions must begin, then, to look to other sources for funds, i.e., within the framework of the college or university itself as well as other outside sources. Many institutions throughout the nation have made significant studies in accommodating the handicapped on campus. The types of resources utilized by these institutions to accomplish their goals must be shared with those institutions just beginning the process of complying with the 504 regulation.

With the heightening of aspiration among minorities and a widescale quest for social justice among all people, it is not surprising that there is a new awareness of the handicapped and their special problems.

The administration of the nation's colleges and universities must make the commitment to disabled students and recognize that all members of society have a right to achieve at a level commensurate with their interests and abilities. The institutions must begin to provide a framework within which such achievement is possible. The primary responsibility for initiating the services needed by the handicapped on campus and removing barriers, including the physical, must rest with the institutions themselves. In certain cases this responsibility may be shared with vocational rehabilitation and other agencies or institutions but this cannot minimize the basic obligation of institutions to provide for and accommodate all students, be they disabled or not. Only if this commitment is present and pervasive among all levels of staff at an institution, will disabled students be provided the opportunity for full educational growth and development.

SUMMARY OF DISCUSSION ON "PROGRAM EVALUATION: A MODEL"

Issues to be discussed:

1. What should be the role and function of evaluation?

2. What methods can be used for effective program/service evaluations?

3. What individuals or groups should be involved in program evaluation?

4. What right does the disabled person have in evaluating or being evaluated?

5. Should there be standards established for all programs?

Due to the length of the presentation, there was little discussion on the above. Generally, it was felt that evaluation should be continuous and used to assist programs in needs assessment, planning services, implementing services and evaluating the strengths and weaknesses of the service.

SUMMARY OF DISCUSSION ON "THE ROLE AND FUNCTION OF RESEARCH"

Issues to be addressed:

1. What guidelines should be used for research projects planned/implemented through a program for handicapped students?

2. What are the students' rights relative to participation in research?

3. Is the legislation regarding protection of human subjects adequate for research on the handicapped population?

The guidelines for research are specified in recent federal legislation, Title 45, Public Welfare, Part 46, Protection of Human Subjects, Federal Register (40 FR 33526), August 8, 1975. The student has a right to refuse participation and to know the purpose of the research. The bottom line is that: The institution must file assurances and be responsible for a subject's protection. The guidelines are adequate, but the institution must be conscientious. Any cooperative research done should directly enhance the program in which the subject participates.

Additional purposes for research on handicapped services include: (1) facilitation of communication between outside researchers and handicapped persons to further our knowledge about the impact of disability; (2) evaluation of the effectiveness of services and integration.

The student, however, always has the right to choose to participate. The student has a right to know the purpose of the research. Institutions have a duty to inform the student of his rights. Subjects should decide whether they want to be part of the research. If program staff deny researchers the right to approach subjects, they are also denying subjects the right to participate.

Questions were presented regarding HEW guidelines and the need for psychological research. It was suggested that one could write to the following for design requisites:

Federal Assistant for Programs
for the Handicapped
Office of Handicapped Individuals
Department of Health, Education
and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

In addition, it was suggested that psychological research is necessary but that the populations utilized need to be protected in terms of how the research is designed and implemented. This is a legal/technical concern on the part of the researcher.

SUMMARY OF DISCUSSION ON "FINANCING: WHO PAYS FOR WHAT"

Issues to be addressed:

1. What is the responsibility of the institution in initiating and maintaining funding?

2. Are educational institutions making effective use of existing funding?

3. What criteria should be used for funding?

4. What are the funding sources presently and are they adequate?

Postsecondary institutions are confronted with the task of complying with the federal rules and regulations implementing Section 504 with insufficient financial resources available. Although each institution has not determined the exact cost for removing architectural barriers, the general perception seemed to be that the cost would be prohibitive.

Since colleges and universities have a timetable for compliance imposed on them by the federal government, it is apparent that for now, each institution is squarely burdened with the responsibility of finding money from whatever sources they can in order to achieve the mandates of 504.

Interest in this particular session was understandably high. Many conferees came to this session expecting to be told of specific funding sources. This expectation was not realized as conferees were told repeatedly that no funds have been appropriated by the government to finance the cost of architectural changes.

On the issue of who, ideally, should pay for what, the comments were varied: some felt that the institution should pay; some, the institution and the state government; some, the federal government exclusively, since they issued the mandate. Most of the participants expressed the view that clarification was needed on "who pays for what."

Since no *one* approach to financing is all inclusive, several suggestions were made as to how institutions could proceed by using whatever money was available and utilizing limited outside funds and/or services supplied by various state and local agencies (Vocational Rehabilitation, Veterans Administration, volunteer readers, etc.).

It was noted that several institutions had received grants for establishing pilot programs for the handicapped; however, these grant funds are extremely limited.

One participant noted that some of the requirements of 504 could be handled within the budget of the university, specifically the nonstructural changes.

It was suggested that the California Plan allocating the college $780 for each disabled student enrolled should be studied for possible adoption by other states.

Most of the conferees agreed that pressure should be applied to local, state and federal elected and appointed officials to appropriate the funds that are necessary to ensure that the needs of their handicapped constituents be met.

RECOMMENDATIONS ON "EVALUATION, RESEARCH, AND FINANCING"

POSTSECONDARY INSTITUTIONS

- Institutions should develop evaluation methods to assess fully the adequacy of services established to meet the needs of the handicapped student.
- Standards should be developed to insure uniformity in program evaluation with a long range objective of developing a data base.
- Evaluation components should relate directly to the objectives of the specific project.
- Processes should be established so that evaluation results yield necessary program modifications.
- Institutions should develop a method for dissemination of evaluation results both internally and externally.
- Needs assessment should be on going and a part of evaluation. Specifically, assessment should be made of student needs, program needs, institutional needs, and adequacy of services and programs in meeting needs.
- All standardized tests purporting to measure ability, aptitude, interest, vocational preference, etc., should be reevaluated and renormed for reliability and validity to assure that each instrument is measuring what it purports to measure and is not yielding results reflective of the handicap.
- While it is recognized that additional support services at the postsecondary level will cost money, it is not agreed that the costs are exorbitant. Institutions should consider the following as real possibilities for funding equal access:
    - Review present budget and appropriate funds from the present operating budget and/or reorder funding priorities within the institution to reflect the actual needs of the handicapped student.
    - Establish a specific fund raising goal to generate funds for services through the development office.
    - Develop better utilization of services/resources available through state vocational rehabilitation, veterans administration, CETA, and other local and state service agencies.
    - Develop a statewide effort to generate subsidy for support services.

GOVERNMENT: STATE AND FEDERAL

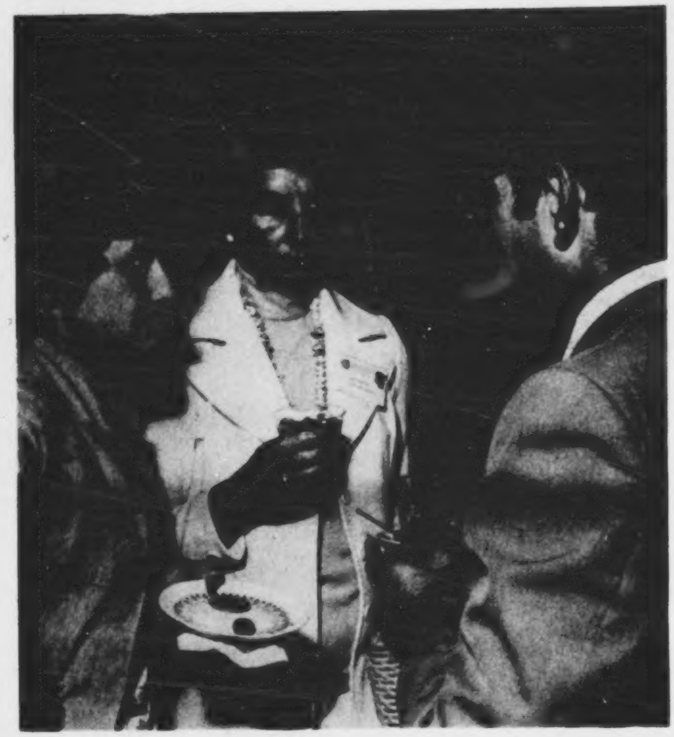
- Each state should include in its budget, funds that are to be allocated as direct subsidy or matching grants to postsecondary institutions to develop support services for handicapped students.
- Funds to develop essential support services for the integration of handicapped individuals at the postsecondary level should be increased. Further, guidelines for allocating and expending funds should be more flexible to allow for differences in local needs. Subsidy methods on a per student basis need to be considered as well as grants and contracts.
- In all cases, institutions applying for federal support should insure at least a 10 percent match of the request from its own resources and maximum involvement of disabled persons in planning and implementing support services.
- All policy making boards and task forces, as well as funding

and evaluation teams, should include disabled individuals.

CONSUMERS

- It is essential for the development of quality programs that handicapped persons be involved in all aspects from planning through evaluation. Consumers should, therefore, take an active role in all activities at the postsecondary level.

Law



THE LAW, THE LEGAL SYSTEM, AND THE CONSUMER

Tom O'Donnell, National Center for Law and the Handicapped

EDITOR'S NOTE: Because of the high interest in this session, we are providing an edited transcript of the presentation and question/answer session rather than a summary.

The topic for this portion of the conference is: "The Law, the Legal System and the Consumer." It is a rather ambitious topic even for three hours. The questions that you have been presented and that the conference coordinator sent to us in advance are something like this: What are the existing laws that impact the student, the institution and the program?; What resources are available or needed for continual monitoring of legislation?; What is the role of the institution in providing consumer advocacy and/or consumer training? And the last question, which I missed on the copy that went out to me, is of: What special records should be kept on handicapped persons and who should control them?

I'll answer the last question first. I don't think that there should be any special records kept on handicapped persons. If they are, they should be in the control of the handicapped individual. That is about as simple as I can put it.

The bulk of my comments this morning will be on the 504 regulations themselves. What I would like to do is give you a general overview. I know that many of you are probably familiar with the legislation, but some of you may not be. So I'd like to go over the regulations as they apply to postsecondary educational institutions. Then I'll talk a little about resources. It is impossible to list all of the resources available, believe it or not, but I have some comments to make about resources. Then we'll break and come back for questions and answers.

This is about the fourth conference I have done in the last month on 504. I generally find that most of you have very specific questions that are individual to your own particular institutions or your own particular experiences. So I really prefer the question and answer format over the prepared text. I don't want to speak at you, I want to talk with you. So bear with me while I run through what I wrote for Pat Marx because she insisted. Then, I will open the floor up for questions.

My remarks will focus on higher education institutions, specifically colleges and universities. However, you should be aware that Section 504 in the education sphere covers preschool, elementary, secondary, postsecondary, adult education and vocational educational programs.

Also, you should be aware that I speak from the bias of an advocate for persons with handicapping conditions. The National Center for Law and the Handicapped is an advocacy organization. We serve as a resource center and are involved in some litigation as an *amicus curiae*, friend of the court, and as cocounsel in selected cases. We offer our services to institutions, state governmental agencies and other groups and individuals, but by far the bulk of our work is on behalf of individuals who are being discriminated against on the basis of a handicap.

I should mention that no one is an expert on Section 504. Don't ever let any attorney claim or make a claim that he is an expert on 504. Anyone who knows attorneys fairly well, knows that they need at least a hundred years of case law and interpretation before they can ever tell you an answer. Even then, it is qualified by "it depends." We don't have a hundred years of interpretation of 504. We have no interpretation of 504 other than that given to us by the Office of Civil Rights and HEW. So it's sort of a new ball game. You can analyze Section 504, Title VI, Title IX, and some of the other legislation dealing with discrimination, but Section 504 is unique into itself. It deals with a class of individuals who are unique. Disabilities vary, and each variance requires a different type of interpretation. That's what makes Section 504 very unique and also probably what is going to make you cry and give you ulcers.

To fully understand the impact of Section 504 we should examine its history. Legislative history is important for at least two reasons. First, such a history reflects the underlying attitudes involved in making law. If laws are a reflection of public policy, then the attitudes--the rationale--expressed for justifying the passage of a piece of legislation reveal another layer of public policy making. Public policy, just as public attitudes, change, or should change, to keep pace with the changes in attitude undergone by a society. Often, the laws trail the actual changes society has undergone by any number of years. In a few case instances, laws actually precede such changes or, at least, are in the vanguard.

Secondly, knowledge of the history of a piece of legislation has legal importance. This is especially true of Section 504. Courts take into consideration legislative intent when asked to interpret a piece of legislation. The legislative history of Section 504 has been instrumental in securing access to the court system for individuals under the Act. That is, a few courts have now held that an individual has a private cause of action under Section 504 to bring suit into federal court on their own behalf. These courts looked to the record--the Congressional Record and Congressional Committee Reports--to make the determination that Congress intended a private cause of action under Section 504.

Let's take a brief look at Section 504's history. In 1971, Congressman Vanik and Senators Humphrey and Percy introduced a bill to amend Title VI of the Civil Rights Act of 1974 to prohibit discrimination on the basis of handicap. The language of that bill is the same as the language of Section 504 as it now exists.

> No otherwise qualified handicapped individual . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The bill languished in Congres until 1973. With permission of the sponsors, it was transferred to legislation being considered to reorganize the federal rehabilitation program. It was passed in the Rehabilitation Act of 1973 (P.L. 93-112).

Some difficulty arose concerning that piece of legislation because the Rehabilitation Act defined handicapped individuals in terms of employability and capability to benefit in terms of employability from vocational rehabilitation services. In 1974, Committee hearings were held on legislation to amend the Rehabilitation Act. Two important results were the outcomes. First, the definition of handicapped person was amended to its present form, namely, "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such impairment."

Secondly, a record was made of Congressional intent. Throughout the reports of the hearings the following language appears as a record of what Congress intended the force and effect of Section 504 to be:

> It was clearly the intent of the Congress in adopting . . . Section 504 . . . that the term handicapped individual. . . was not to be narrowly limited to employment . . . , nor to the individuals potential benefit from vocational rehabilitation services under Title I and III . . . of the Act. . . . a test of discrimination against a handicapped individual under Section 504 should not be couched either in terms of whether such individual's disability is a handicap to employment, or whether such individual can reasonably be expected to benefit, in terms of employment, from vocational rehabilitation services. *Such a test is irrelevant to the many forms of potential discrimination covered by Section 504.* [Emphasis added]
>
> Section 504 was enacted to prevent discrimination against all handicapped individuals, regardless of their need for, or ability to benefit from, vocational rehabilitation services, in relation to Federal assistance in employment, housing, transportation, education, health services, or any other Federally-aided programs.

Further commentary in a Senate Report of September 6, 1974 (Senate Report 93-1139) states:

> The Section [504] was patterned after, and is almost identical to the anti-discrimination language of Section 601 of the Civil Rights

> Act of 1964 . . . and Section 901 of the Education Amendments of 1972. . . . The section therefore constitutes the establishment of a broad government policy that programs receiving Federal financial assistance shall be operated without discrimination on the basis of handicap. It does not specifically require the issuance of regulations or expressly provide for enforcement procedures, but it is clearly mandatory in form, and such regulations and enforcement were intended by this Committee and Congress.

In summation, Section 504 is the Civil Rights Act for handicapped individuals. That's the way in which handicapped individuals view it. That is the way in which I view it. It's the way in which the courts have started to view it. There is not a Supreme Court decision on Section 504 stating such, but there are some intermediate court decisions, federal district court and circuit courts of appeal. It is beginning to be a trend that the courts are picking up on previous decisions from other courts. It is becoming rather consistent in that their interpretations of Section 504 is a Civil Rights Act. The importance of that legally is that it allows an individual to go into court on a private cause of action. Now that is a legal term. I don't know how many of you are familiar with it. The flip side of that coin is that if there was no private cause of action, the only recourse a handicapped individual who alleged discrimination would have would be through the administrative process. With possibly judicial review, only after the administrative processes were exhausted. So in essence what I am saying is that the legislative history was very important to handicapped individuals because it gave them entree into the courts on a private cause of action.

I'm going to move on now to the regulations themselves, and I want to highlight some of the provisions as they apply to postsecondary institutions. I think it is important that you keep in mind that before these regulations can be applied to a postsecondary institution, that institution must qualify under the definition of a "recipient." That is, it must receive federal financial assistance or benefit from federal financial assistance. If there is such an animal as an institution that doesn't receive federal financial assistance, it would not be covered under the regulations as they now exist. Also, remember that the regulations we are talking about today are those that have been promulgated by HEW and apply to recipients of federal financial assistance from the Department of Health, Education and Welfare. The other agencies have not yet published their 504 regulations, but since most of you are involved with education institutions, if not all of you, they apply.

There are some general requirements made of all recipients under the regulations. One is a self-evaluation report that must be filed within one year of the effective date of the regulation. By the way, the effective date of the regulations was June 3, 1977. That self-evaluation report, among other things, requires the utilization of impact from handicapped individuals or organizatons representing the handicapped. Also, under the general regulations, there is supposed to be a designated individual who will coordinate nondiscrimination efforts of the recipient. That applies if the recipient is an employer of fifteen or more employees. Also, the employer who has fifteen or more employees, must establish a grievance procedure, and they must provide notice of their duty not to discriminate. That notice must be provided to the beneficiaries of that recipient's programs and activities and its employees.

The one general requirement that perhaps everyone is talking about in higher education is program accessibility. It seems to be on the minds and the tips of the tongues of everyone I speak with. It cannot be stressed too emphatically nor too often, that it is *not* a requirement to have a barrier free institution. What it requires is that your program or activity, when viewed in its entirety, is readily accessible. It very specifically states that you do not have to have every facility, nor every part of every facility totally accessible. Program accessibility has to be accomplished in sixty days of the effective date. This is August 3rd if you're counting. If the recipient cannot meet program accessibility because it requires structural modifications, the recipient has three years within which to accomplish that end. In the interim, they have to develop a transition plan within six months stating specifically what the problems are, and how they intend to remedy them. Again that transition plan has to be done with the input of handicapped individuals and organizations representing handicapped individuals. I'd like to point out that in the commentary, the three-year period for meeting structural modifications are supposed to be undertaken as soon as possible and in all due haste. As we well know from Brown vs. Board of Education (1954), "all due haste" has rather interesting meanings and connotations. Any new construction to be undertaken must be accessible. According to the commentary provided with Section 504 regulations, the date or the starting period of new construction is considered to be the ground-breaking. After the effective date of the regulations, if you have not yet broken ground for a new building, the new building must be built to be totally accessible.

In regard to the application of the regulations to postsecondary educational institutions, I think it's important to remember that the bottom line in considering the participation of a handicapped individual in a program or activity is whether or not that handicapped individual is *"qualified."* So often, in discussions with people we seem to forget that very important modifying term "qualified" handicapped individual. In some of the sessions at other meetings, I have heard administrators and other officials of institutions complaining that Section 504 requires them to admit drug addicts and alcoholics. It does not. The bottom line is qualified. With regard to the postsecondary institution, qualified means someone who meets the academic, and technical standards requisite to admission or participation in the recipients education program or activity. The only prohibition is against the institution or recipient structuring such standards so as to discriminate or have the effect of discriminating on the basis of handicap.

Preadmission inquiries. Section 504 prohibits preadmission inquiries as to whether or not an applicant is handicapped. After admission and before enrollment, a recipient may inquire on a confidential basis as to any handicap that may require accommodations. This may require some institutions modifying admission forms. There is an allowance for an exception to this. If the recipient is taking remedial action, either voluntary or involuntary, to eliminate past discrimination or potential discrimination, they are allowed to inquire in a preadmission inquiry whether or not they are handicapped. However, there are very specific restrictions on this inquiry. One is that if it is in writing, they must, on the written form, state that it is for remedial purposes only; that it is requested on a voluntary basis; that it is confidential and will remain so; and that no adverse treatment will result from a failure to provide such information. If there is not a written form, all of that must be told the person orally. And, although it is not stated, I would assume that it must be told or written in such a form as to communicate it effectively. For example, use of the native language if the primary language of the person is not English.

Any tests or criteria utilized by a recipient may not have a disproportionate adverse effect on handicapped individuals. There is an interesting statement that follows, that I still have not quite figured out. It says, "if such tests are used because they have been validated as a predictor of success, and there are no other tests having a less discriminatory affect available, then they must be administered so as to accurately reflect the applicant's aptitude or achievement level, rather than the applicant's impaired sensory, manual or speaking skills." In other words, if the only test that's available is one that does have a discriminatory affect on handicapped individuals then you have to be cautious in the way that it is administered to at least reduce the affect to a minimum. I'm not a testing expert. I really don't know how to accomplish this.

Specifically, the regulations allow a recipient to use first year grades as a base for prediction equations provided, they also conduct periodic validity studies against the criterion of overall success. In other words, if you are going to use first year grades in an attempt to determine whether or not someone can succeed and is qualified for your program, periodically you must run validity tests in an attempt to discover whether or not indeed those first year grades are a true predictor of overall success.

Quota systems in admissions are absolutely prohibited at the postsecondary level. You cannot proportion the number of handicapped students you will admit, nor can you set a percentage figure. Admissions tests are to be administered in accessible facilities and as often and in as timely a manner as are other admissions tests.

Once the individual is admitted and enrolled, then they cannot be excluded from any course of study, any particular course, or any other part of the education program or activity. Furthermore, I think that this is important, a recipient who utilizes education programs or activities offered by others, but as a part of or equivalent to its own programs must assure itself that such outside programs as a whole, provide equal opportunity for participation by qualified handicapped students. An example given in the commentary is student teaching. It's a program that is not often done directly on campus. It is done in private or public schools in the community. The recipient has a responsibility of assuring itself that, on the whole, these programs are not discriminatory. This does not mean that every school in which you place student teachers has to be totally accessible. At least that's my reading of it, but on the whole there must be equality of opportunity. Another example might be work-study programs done off campus but for credit.

Section 504 requires recipients to operate their programs in the most integrated setting appropriate. They may not impose rules that have the effect of limiting the participation of handicapped students, such as, and these are specifically cited, prohibiting tape recorders in classrooms, or guide dogs in campus buildings. One of the questions that always comes up with regards to the tape recorder in the classrooms is what about the copyright rights of the professor? It has to be worked out between the professor and the student. There cannot be a campus-wide prohibition against their use. These provisions: (a) most integrated setting appropriate, (b) not imposing rules that have the effect of limiting, and (c) the general provisions against discrimination, apply to all programs and activities including housing, health services, insurance programs, financial aid, recreation, physical education, counseling services, athletics, transportation and any other extracurricular activities or programs. It is rather broad and sweeping in its application. Recipients are also required to take steps necessary to assure participation is not denied because of the absence of educational auxiliary aids Such aids include, and these are specifically listed: taped texts, interpreters, readers in libraries, classroom equipment for manually impaired students and other similar services. Recipients do not have to provide personal attendants or personal devices such as individual hearing aids, and things of this nature.

With regard to its academic program, a recipient may be required to make modification of its academic requirements to ensure that such requirements do not discriminate or have the effect of discriminating against handicapped individuals. Such modifications may include lengthening the time for degree requirements; substitution of specific courses; or an adaptation of the manner in which the course is offered. However, a recipient does not have to modify or eliminate or substitute for requirements that are essential to the degree program or that are directly related to a licensing requirement.

Course examinations may have to be modified. I know of an example of a young man who is dyslexic who is enrolled in a professional school. His dyslexia manifests itself in his inability to retain information. He has to read it and reread it constantly in order to retain it. The particular school did not provide any extra length of time or modification in course structure for him. Subsequently, he failed and did poorly in most of his courses. He has filed a complaint. This is the type of modification you may have to make with regard to examinations. Course examinations are to be given just as admissions tests to those who have sensory, manual or speaking impairments. That is, they must be given in such a manner as to reflect their achievement in the course rather than the impairment.

There are other specific provisions in Section 504 dealing with housing which require that the recipient's housing, if it is provided to nonhandicapped students, must also be provided to handicapped students.

I think you have to apply the principle of the most integrated setting to that housing situation. In other words you must avoid what is commonly called ghettoizing handicapped students, i.e., placing them all in one vicinity or even in some instances in one facility. They must have eventually the same housing and the same opportunity to live in the same sort of housing in the same areas as nonhandicapped students. I don't know how stringently this will be enforced, but it is clear from the reading of the regulations that you cannot ghettoize handicapped students in a housing situation. It also requires that any recipient who assists other people in a housing situation, e.g., providing a list, for example, of housing available in the community, must make every effort to assure that, on the whole, the type of housing that is being offered is being offered in a nondiscriminatory manner. It does not mean that they have to go out and make a landlord make a house accessible. It does mean that lists of housing available for students must include some lists of housing available for handicapped students that are accessible and equally effective.

Financial assistance does not mean that you have to offer all of the scholarships, all of the financial assistance, all of the various grants to handicapped students. There are a lot of scholarships that are tied into trusts and wills and other types of bequests that are for specific groups. For example, the University of Missouri, where I went to school, had several scholarships or grants-in-aid that were available to people from particular communities. These had been set up by someone from that community who had gone to the University of Missouri. It does not mean that you cannot offer those anymore because they specify or don't specify handicapped persons. What it means is that your total financial assistance program has to include financial assistance for handicapped persons on or at the same level that financial assistance is available for a nonhandicapped individual.

Athletics, physical education, club sports, intramural sports, intercollegiate sports are included as areas where handicapped individuals have to be given the opportunity to participate. The question is qualified. If for any reason a handicapped individual cannot participate, you can offer separate programs/facilities, but they have to be equally as effective in terms of opportunity to participate as the programs for nonhandicapped persons.

That's it in a nutshell. There are other things I could talk about; placement, counseling, social organizatons, fraternities, sororities, clubs, all of those come under Section 504. Handicapped persons have to be given an opportunity to participate in all of those.

Let's talk a little about resources and the role of the institution in providing consumer advocacy and consumer training. To my mind, these are interrelated ideas. An education institution is a resource. And every educational institution, in my opinion, should attempt to be a resource for all segments of the citizenry. So, in a nutshell, what I am saying is that the institutions of higher education should be providing consumer training and should be serving in the role of consumer advocate. I'm not talking about in ing "Nader Raider" fashion. I'm talking about advocacy. To my mind, advocacy is a commitment to an idea or a principle and then taking actions to implement that idea or preserve that principle. The principle here is the civil rights belonging to all citizens. The idea is to integrate persons with handicaps into the main stream of society. To put that idea into action, all educational institutions should first educate themselves. Many of the fears and concerns I hear expressed about Section 504 requirements are based on misinformation, specious information or just plain ignorance. It's not ignorance of the law, but its ignorance of handicapped people, what they are like, and what their abilities and aspirations include. To my mind, the quickest and most effective method of education is involvement. I would like to see administrators of higher education contacting organizations of handicapped individuals, and handicapped individuals themselves. The best and quickest resource you have available to you is the handicapped person on your campus or the one who is trying to get on your campus. It works the same way in employment. When a handicapped person goes into an employment agency or into the personnel department of a company or corporation, that personnel officer says, "My God, what am I going to do with this person. I don't know how to deal with his handicap." The quickest way to find out is to talk to the person. To my mind, your resources are handicapped individuals, organizations of handicapped persons and organizations dealing with the handicapped. Get them into the policy making processes of the institution not as tokens, but as effective voices. Give them responsibility. Listen to what they have to say. Utilize their talents and abilities. They are the best resource for identifying problems in advance and helping you to rectify them.

I'm going to avoid listing what organizations and associations are available as resources. Many of the people who are presenters at this conference belong to those organizations. I'm not going to try and list them because chances are I would leave somebody out, or I would offend someone, or I would get something wrong. But the key, and this is no great new idea, the key is contacting people that you are trying to deal with. Bring them on campus.

There are programs in existence now on campuses that have been in existence for a number of years. Some are very good and some are not so good. I know, for example, I've had contact with people on Michigan State campus. Specifically, a gentleman by the name of Eric Gentile who is on Michigan State's campus. I'm very impressed and I don't mind mentioning his name, because I think he is a very good resource. He has done some fantastic, or Michigan State has done, at his and others urging, some very fine things with regard to making their facilities accessible, their programs accessible, and integrating handicapped students into the school life.

I will mention after break some of the publications that have come out recently. Your own professional organization, such as the American Council on Education has already begun a four-step project to assist colleges and universities to become both physically and instructionally accessible. You should be in touch with them if you are not already.

I also want to caution you against assuming that the problems are on their way to being solved. There is an old Chinese proverb that states that the thousand mile journey begins with the first step. In my opinion that is where we are--at the first step. The Office of Civil Rights, which is the office at HEW which enforces Section 504, has already admitted that they do not have, nor will they have in the near future, enough personnel to handle the complaints in compliance reviews required by law. In fact, it was stated in the Federal Register that OCR expects to resolve only 42 percent of its backlog. That's the number of complaints that have been filed prior to October 1, 1977. They will only have enough personnel to investigate 10 percent of its new receipts this coming year. And that's not just on 504 that's on all the civil rights programs that they have to enforce. Maybe that gives some of you a sigh of relief. You might have more time to deal with some problems, but in my opinion that is a bad situation, getting worse.

I'm supposed to conclude now. My forty minutes are about up and I'm just about finished anyway. I have given out a large amount of information and opinion to you this morning. I hope some of it has been retained and you will feel free to ask questions after the break. Before we break, though, I want to summarize the standards which have been established for dealing with handicapped individuals in higher education. There are basic considerations to be considered. First, no exclusion for a qualified handicapped person based on the handicap. Second, equal opportunity for all handicapped persons to participate. Third, services provided are to be *as effective* as those provided nonhandicapped persons. Fourth, no separate service unless they are necessary to provide equally effective benefits. In as simple a statement as possible, handicapped persons are to be accorded full citizenship rights, privileges and responsibilities.

Thank you for your patience and attention.

Q. I'm wondering if you can elaborate a little bit on admission standards. You talked about academic and technical standards. Do you have an understanding of what technical standards means?

A. Remember that Section 504 applies to vocational education programs and adult education programs. I believe that what they are referring to as technical standards are those types of programs that require some sort of manual dexterity or ability in dealing with machinery, mechanics and that sort of thing.

Q. I would like to go back to the preadmission inquiry statement. You mentioned that it can be made if an institution is correcting past discrimination, thereby, proving that you are taking remedial steps. How do you prove that that's what you're trying to do?

A. The question involved preadmission inquiry. As I understand the question, one the exceptions for preadmission inquiry about disability was that you could request such information if you were attempting to correct or taking remedial action to correct past discrimination. I think your question is: "How do you show that is why you're doing it?" David Huerta who is an Office of Civil Rights official is in the audience and whenever I get stuck I rely on him. I'll give a response, but why don't you give them your answer. It's probably more official than mine.

A. (David Huerta)

I'll have you know that I am with the Office of Civil Rights, but as of Monday I'm here on my own time and my own expense. So I'm not representing the Office of Civil Rights, right now. I can make an official statement. That question has been asked before, and you can solve it. You see the biggest thing that you need to have is creativity, ingenuity, and imagination. That doesn't cost any money, and people are constantly asking me a lot of questions that you could resolve if you seize the initiative. You're not going to find answers in the 504 regulations. I agree with Tom, there aren't any experts. I'm certainly not an expert. I think I'm a little knowledgeable. Let me answer the question. You can deal with this issue of how are you going to prove it. For example, at Wright State University, they already have a track record here of admitting disabled students. You can't ask if the student is handicapped, but you could conduct a survey or a study and then demonstrate that there has been discrimination in the past against handicapped students. Maybe not even at Wright State, but somewhere in the community. You can document that and then your university could go on record through your Board of Regents or your Board of Trustees that there has been discrimination based on the study. But you have to have researched this. Show that a study was conducted and what was found. The university, to overcome the past effects of discrimination not necessarily at this university, needs to do this (make preadmission inquiry) to overcome this. Then you can specify what you want to do and then you could put a disclaimer in there. If you want to put the burden on HEW, you can partly do this. We need to get some of this information so that we can comply with Section 504 of the Rehabilitation Act. The Office of Civil Rights will answer certain forms and certain information. You can handle it in such a way that you don't have to admit or acknowledge that you have discriminated, but you recognize that there could have been discrimination in the community; could have been discrimination outside the university. The first people you have to convince of that are the disabled. You can get an Advisory Council of your disabled student union to go over this policy, to get their input and if they agree with it, they can endorse it. They can say we agree with this policy. The university is asking questions for these reasons and we endorse what they're doing. I don't see how the Office of Civil Rights could ever really challenge the disabled students who have endorsed this or the Board of Regents who have endorsed this.

I think a lot of things don't become an issue unless we get a complaint. And, if we don't get a complaint on this particular thing you can continue to do it. But the whole idea is to prove that you are asking this information not to discriminate. The reason we get hung up on this is historical. Asking about race, color, sex or national origin was used for the purpose of discrimination. Now we want this information not to discriminate, but to overcome the past effects of discrimination.

A. (O'Donnell)

Let me state something just before Dave gets away. He said something to the effect that you could make the statement that you are attempting to correct past discrimination, maybe not at this institution, but some others. If it is a voluntary, remedial action, the language in the regulations is pretty specific. It says "its program or activity" referring to the recipient. So the only correction I'd make is that it does have to be confined to your own institution. The language is broad enough in terms of voluntary remedial action, however, that it says, "had the affect of limited participation" in the programs as opposed to actual discrimination. So limited participation does not mean total exclusion. Are you following me? My point is, and I think David's point is, that if you are trying to correct the situation, who is going to complain as long as it is voluntary information?

Q. What you're saying is that even if you have a track record of having admitted handicapped students in the past, you may still be trying to correct past discrimination. Maybe you know that there are fifteen students out there that are handicapped, yet you are only providing services to five--so something is happening.

A. (O'Donnell)

Exactly.

(Huerta)

That is the thing you have proven. You are accepting students and you want to accept more. I don't want to put it in the numbers game. What if there were transportation problems here, and that's why students couldn't get here. That could be discrimination that is outside the university community. You try to make efforts to outreach and bring them to the campus not because the university ever denied or didn't want them. It is because of other problems. You can't isolate these problems. You can't look at the university as if it exists alone. You get the whole picture of health services, hospitals, bus transportation, police services, fire departments, etc. I know you are concerned about higher education, but you can't just look at your institution. You know people live other places, and they have to get here, and they have to go back. They need services. So that is how you can address that problem of the discrimination. And that's where you need ingenuity and imagination more than anything else.

Q. Could you clarify something for me. I guess what I'm getting out of this is that on the admission statement that's filled out by the applicant, you cannot even ask optional questions such as "if you have a physical disability check this box. If you need services check here, etc."

A. No. You can, if the justification for asking it is either that there has been proven discrimination and you're trying to remedy it, or you are voluntarily trying to correct the situation. I can't think of any institution that probably couldn't justify asking it. The key factor is making sure that that person filling out that form knows that they don't have to answer it. It is strictly voluntary. And that should be in bold letters, braille whatever it takes to communicate that they do not have to be answered.

Q. I think that the question some of us have in our mind is what if you are asking the question simply to provide services?

A. That is not justification. To provide services, you ask the question after they are admitted.

Q. I think one of the areas that most people are concerned about is what does the institution specifically have to provide? Which group is really going to have the expense? Can you share with us what services you specifically see that are supposed to be provided? Does providing them mean that you've identified, for example, outside service organizations that will pay for the interpreters on your campus? Does the institution itself have to pick up that interpreting bill?

A. (O'Donnell)

So far as my interpretation of Section 504 goes, the institution is responsible for providing services. Now if the institution can contract with some other organization or association or even some other governmental agency, for whatever services are required, so be it. My reading of Section 504 is that it is the primary responsibility of the institution to provide the auxiliary aids necessary for a qualified handicapped student to participate in their programs or activities. To my mind, that means that if you know there are hearing impaired students on your campus taking certain courses, you are to provide an interpreter for those courses. You are to provide readers in the libraries for visually impaired people. That is specifically stated. I was faced with this question Saturday and I really didn't have a very good answer to be honest with you. A person asked me, "Where do you draw the line?" You don't have to provide personal attendants, so where do you draw the line with readers? I don't have an answer to that. I think it has to be worked out. There is no clear cut answer. The specified aid in the regulations is readers in libraries. Now whether a court is going to narrowly construe that to mean that that is the only place that you have to provide readers, I don't know. I think that is a test that may have to be made. But in terms of readers, it seems to me that if you are going to provide them, you at least have to provide them in the library as a minimum. Potentially, you may have to provide them throughout the course to assist the person who is taking that particular course.

Q. Picture the essentially homebound student. Since we don't have to provide personal attendants, he could or thinks that he could not be admitted to our housing here on campus because we couldn't look after him on a continued 24 hour daily basis. What is our obligation to that person who feels he is qualified for admission?

A. I would say that you do have to admit that person into your housing program. The question of the personal attendant may be one that they (the student) has to resolve, not necessarily the institution.

Q. He's on campus and he didn't have the money to pay for the personal attendant and his condition is exacerbated, therefore, who is responsible?

A. I think the person is. It's fairly clear in the regulations that you don't have to provide a personal attendant. I think that person has recourse to some other organization or government agency maybe, but so far as your responsibility at the institution, it is quite clear in the regulations that you don't have to provide a personal attendant. If that means that the person will be precluded from participating in your program, then that is a situation for which I don't have a clear resolution. Remember that these regulations are administrative regulations. The statute clearly says that a qualified handicapped person cannot be denied the benefits of, nor participation in, or be subject to discrimination because of a disability.

Q. Could we serve him by telephone? Could we make that arrangement?

A. There is provision in the regulations for providing alternative services. Alternate sites is one example, with regard to program accessibility. You asked a very good question, and I don't have a succinct answer to it. If I was strictly construing the regulations, I would say that you do not have to provide personal attendants to that individual. If they wanted to live in on campus housing, and the only way they could do so was with a personal attendant, it does not seem to me to be the responsibility of the institution to provide that personal attendant. You may have to provide other things, but not the personal attendant. It is a very difficult problem.

Q. Jumping back to preadmission inquiry. What I'm hearing you say is that the question dealing with the nature of the presence of a disability in the particular case is related to whether or not the students are admitted to that particular institution. If that is the concern, then we in the community college with our open door admission's policy would not have the problem. Therefore, very possibly, we would be more at liberty to ask the questions for a service nature at the time of admission. Is that correct?

A. No. You are still governed by the regulations. I think you have identified one of the problems with writing or drafting regulations. You have an open door policy, but a lot of other schools don't, and these regulations are attempting to address all situations of all people. You can imagine the type of problems it creates.

Q. Relative to special services and aids by the university, many handicapped persons come into a school setting through Bureau of Vocational

Rehabilitation. According to Section 103 of the Rehabilitation Act, Vocational Rehabilitation Services provides under this act any goods or services necessary to render a handicapped individual employable, including, but not limited to the following, and it specifically addresses; hearing aids, visual aids, maintenance and that type of thing. So it would seem that there would be an answer to many of the questions.

A. You're right and I failed to mention that. What she is talking about is that Section 103 refers to services and aids that Bureau of Vocational Rehabilitation is to provide under the Act with regard to the employability of the individual. And often some of these questions about auxiliary aids, particularly involving personnel or devices, can be provided either through Bureau of Vocational Rehabilitation or in some means through Bureau of Vocational Rehabilitation.

Q. If they are clients of Bureau of Vocational Rehabilitation?

A. Yes. That is a very good point. If they are clients which is not always the case and may be the exception.

Q. I'm interested in the relationship between the part about quotas being prohibited in housing. If you have limited accessible housing, how does that relate to an open admissions policy? Can limited housing be construed as a quota?

A. Yes. With regards to housing according to the regulation, you do have some time within which to modify them as well. The same amount of time that you have with other structural modifications.

Q. My question is about admission testing which universities use. In the past, I have observed that testing agencies have been very helpful in making special arrangements. However, when they report the scores they include a blanket disclaimer saying that they do not know the validity/reliability of the test scores because of the conditions under which it was administered.

A. They do have a pamphlet out and tests for these individuals. But I seriously question their policy about the administration of those tests and how they document the results. What's going to become of it, I simply don't know. It is a very complex area. I don't have a succinct answer to the question, but I think if in any way the effect of the information they give to that university or college can be construed to be discriminatory, then it is challengeable.

Q. This is a question regarding accessibility. Our office is indeed inaccessible. The university justified this now for two reasons. First, I have a dual role. I'm Director of Disabled Students and also have another job. Secondly, they have intentions of rennovating the building to make it accessible sometime. Does the three-year period now cover them so that they do not indeed have to make our office, or make me, accessible until the end of that three-year period? Now, of course, they plan to do it before then, but does this three-year period give them the extra time that they may decide they want?

A. I'm going to reveal my obvious bias and say that I think it is totally unjustifiable for the Office for Disabled Students to be in an inaccessible area. I have no idea what rationale they can give for this type of situation. I would say that they do not have the three years. The commentary to that particular provision is very clear. The three-year period is an outside three-year period. Immediate action has to be taken with regard to those modifications. You know they (government) are just allowing them three years, recognizing the extent to which some modifications may have to be made. It seems so simple just to move your office. I guess it's not. But you know to my mind, it is. If I were a disabled student on your campus, believe me, I would be in the Office of Civil Rights in the morning.

Q. We were talking about providing a list of accessible housing. What if the community does not offer accessible housing? Do you see it as an outreach that the college or university must, therefore, get involved in accessible housing in the community to provide an equal opportunity in housing?

A. You used the term "must" a college or university get involved in getting the community aware and providing accessible housing. I see nothing in the regulations that says they "must" unless they are providing the service for nonhandicapped students. And if they are, if they have listed housing that is only accessible to nonhandicapped people and inaccessible to handicapped people, I would then say yes, they must make the effort or discontinue that housing program. That's my opinion. I better keep saying that because you know this has not been interpreted. This is my opinion. And I am a strict constructionist of Section 504. I would say discontinue it, or get out there and educate them.

Q. I think that's important. I would like to encourage everybody to make their own campus interpretation beyond the minimum standards of what OCR's interpretation is. It puts us in a bind by saying, no you don't have to have a barrier free campus; you don't have to make the housing in the community accessible, but you have to make sure that a list of that housing is accessible. If it doesn't exist, how can you have a list? Somebody has to be responsible to commit or to initiate something. And as far as the regulations claim that you provide program accessibility, but not necessarily physical access, then there is a question of what is equal program accessibility? I would urge the interpretation, in most cases, that you can't just ignore physical accessibility. That's a basic element in providing program access. If you try to come up with as many devious means as you can to provide program access without architectural access, you are just going to end up with long term unequal access and I said that almost every session I have been involved in. When you said you have to be creative and innovative, that's so true. We've got to take the responsibility to provide solutions and don't avoid dealing with some of the topics that do effectively deal with them. I don't want to avoid dealing with the architectural issues because they cost money or it's difficult, anymore than any other issue that we might come up with.

A. I can do nothing but underscore what you've just said. I know some of you couldn't hear what she was talking about. She was talking about the spirit of 504, I think, more so than anything else. If, as a person in a position of responsibility, you are going to look simply at what you have to do minimally to get by, you are really in essence violating the spirit of the whole act and the whole intent behind 504. You do have to be creative. You do have to look beyond just program accessibility. You should think in terms of total physical structural accessibility - barrier free design, whatever you wish to call it.

Q. That also means that while you don't have to provide personal assistance, it doesn't mean you don't have to deal with that issue.

A. That's right. It doesn't mean you have to provide personal assistance, but it doesn't mean you don't have to deal with the issue. Because it says you don't provide personal attendants, doesn't mean that you can't. And you know there are a lot of people that would be willing to donate time and effort. Why not put it in your rehabilitation curriculum, if you have one? Be creative, really use your imagination.

Q. What are some of the penalties for a noncompliance?

A. The ultimate penalty is loss of funds. Period. The other penalties would be worked out in terms of negotiation between the Office of Civil Rights, the individual or class of individuals and the institution.

Q. My question relates to employment and specifically fringe benefits. I'm from the State of Washington, and as of July 1st a new program is coming into effect in our State which was adopted by the legislature. It includes a preexisting condition clause of three months, and then for the first year of employment the individual will not have that condition covered by the insurance program. I was wondering if you can comment on that.

A. Is the preexisting condition clause applicable to all people, nonhandicapped as well as handicapped?

Q. Yes, it is, but of course the impact on handicapped as a group is very negative.

A. Somebody else is commenting out there. The question has to do with preexisting condition clauses. I'm wrenching my memory. I don't generally deal with employment questions.

Q. Putting preexisting conditions on insurance programs on a student basis, we have a health insurance plan that is included as part of the students' tuition. They get health center services and it includes some hospitalization off campus. It is not done by the year, it's done each quarter, out of tuition money that the student is enrolled. It covers no preexisting conditions for anyone and again impacts the handicapped strongly because we have medical disabilities. And my question is what is the legality of that?

A. To my knowledge, it is legal so long as it is applied across the board. If you'd like to challenge it, that would be something else again. This whole question of insurance, I was discussing with someone else last night at the cocktail hour. The insurance companies pretty much set their own rules as you are probably well aware and to this date have pretty much gone unchallenged with regard to how they set rates and things such as preexisting condition clauses.

Q. Excuse me, but 504 as I understand it, prohibits the recipient from engaging in contracts with anyone which result in negative impact on handicapped people.

A. No, that's not the test. The test is discriminatory and that's the reason I asked you before if that preexisting condition clause applies to nonhandicapped as well as handicapped. Because if it does, that could be construed as not being discriminatory to the handicapped person. I realize what you are saying, but that may not be the test. The negative impact may not be the test. The question is whether it's applied uniformly or not. Quite frankly, I don't know that it's ever been challenged legally. It may have been. And if you leave me your name and address I'll be glad to write you about it, if I can find anything on it. To my knowledge the test would be discrimination not negative impact.

Q. We, at the National Federation of the Blind, are working with the business about readers on 504. Our intention with readers in the library was about having someone there to quickly look at something, at a reference, catalog or go pick up a magazine with a blind person. It was not intended to have readers there to read to a blind person for hours on end. This is something again on personal aid, and I think we may be hearing something from HEW along that line in the near future.

A. Did everybody hear that with regards to readers? He said that he is from the National Federation of the Blind. Is that right? And that with regard to the readers in the library provision in Section 504, that that was intended to have someone there in the library who can do quick research e.g., look up a referenced work or whatever it took to get to that individual not to have someone there for personal, long term reading.

ANNOUNCEMENTS

1. Information about programs that affect blind people is available through the National Blindness Information Center. It's a clearinghouse for information about blindness. It's a toll-free number in Washington, D.C. The number you call is 1-800-424-9770. You can call this from anywhere in the United States.

2. Tom and I were in Chicago last Saturday (Disabled Expo) and they taped all the proceedings and if you want to have a permanent record of what Tom had to say, it's on tape. You can obtain his "Education for Everyone" tape through Audio Archives Limited, One IBM Plaza, Suite 3302, Chicago, Ill 60611. You can obtain a catalog from them and I believe these cost $6.00, at least that's what I paid for my tape. The tape number is IDE 10-12.

A. Before we resume, I wanted to talk a little bit about resources. I said in my prepared text, that I would not list resources. But there are some good resources available and I think you're probably already aware of some of them. For example, I saw out by the registration table identification of this book. This is called College Guide for Students with Disabilities. It is put out by Abt Publications. It is a rather comprehensive text. It also has articles about education and other areas of the law dealing with handicapped individuals. I do recommend it as a good resource. Particularly for counselors and other people who are interested in finding out what is going on on other campuses. I don't know how many people are doing this, and I'm really not endorsing these places. Please don't consider it an endorsement, but I do think that you should be aware of this. The University of Georgia, in Athens, has an office to promote independence of disabled students; and they have some pamphlets out How to Conduct a Barrier Survey, Campus Advocacy, How to Start Your Own Office for Promotion of Independence of Disabled Students. Michigan State University - Eric Gentile and Judy Taylor are excellent resource persons. There are others. There is the National Center for Law and the Handicapped. There is the American Coalition of Citizens with Disabilities. There is the Western Center for Law and the Handicapped in Los Angeles, and there are organizations like this gentlemen mentioned, The National Federation of the Blind and the National Blindness Information Center. These types of organizations will be more than willing to help you if you have questions or problems or want some information or just to brain-storm.

Q. Are there any circumstances under which you think it would be justified for an institution to claim that because its only federal funds are specific to one program or a few programs that it need not follow the regulations except as regards that specific program or area of the campus?

A. A short answer is no. And my reasoning for that is, I think that any time that you recieve funds for one specific program it automatically frees up funds for other programs that you already have in existence, which in my mind fits the criteria of benefiting from federal financial assistance. That is my interpretation.

ANNOUNCEMENT

Very soon every campus in the country will get a questionnaire from the Nexus system set up by the American Association of Higher Education Information Service. They will be collecting information so that within the next few months, anyone will be able to call there with any question they have, and it will be answered immediately or the information will be found and you can call back.

Q. In the early part of the regulations dealing with nondiscriminatory practices, you have made reference to our obligation to ensure that outside agencies with which we deal do not discriminate. We are also interpreting that as a mechanism by which we can clean house ourselves. Would you speak about this issue? In other words, we are interpreting that to mean if we should have an instructor who simply says "I choose not to have that particular student in my classroom" that we can indeed say "thou shall".

A. I'm not sure of the question. I guess it's a statement for comment with regard to the provision that's in the regulations that programs are to be nondiscriminatory. The example you used is an in-house program, with regard to a professor who chooses not to teach handicapped students in his courses. The gentleman said that they are interpreting the regulations to say that that professor shall choose to teach handicapped individuals. I would side with you, obviously. I would just simply point out that you may have the AAUP on your back in a short time. As well as in lower education, the National Education Association and AFT are getting their fingers into the pie with regard to the education of elementary and secondary education children. So there are a lot of complex situations arising out of this, but I certainly would take the approach that you are using. I consider that a valid interpretation.

Q. We have a multi-campus system and one campus is inaccessible, and another one somewhat accessible, and the new one is supposed to be completely accessible. If programs are offered equally on all three campuses, would the University be under the obligation to make the two inaccessible or somewhat inaccessible campuses accessible to students?

A. What you're essentially addressing is a consortia idea that was drafted into the regulations in which a group of universities or even within the university system, they get together and designate one campus to be accessible and the rest of them may not be accessible or marginally accessible. They specifically did not allow for consortia. The reason for that is and, I think it is a good rationale, that I don't know of any program or activity that is on any given campus that is totally equal to one on another campus. For example, let's say that you want to become a chemist, and there is a Nobel Peace Prize winner that teaches chemistry on one campus but that campus is inaccessible. You have a chemistry program that is equally good on an accessible program. Is that program really equal? That is one of the questions that I would raise. By limiting the accessability of that handicapped student to that campus that does not have that Nobel Peace Prize winner, I think you are limiting their opportunities.

Q. I want to ask a question concerning the extent in which interpreter services must be provided by the university. There are two parts in the regulations that lead me to opposite conclusions. One is the part where it says that "no qualified handicapped student shall be excluded from participation or be denied benefits of," and it lists a number of different places and insurances and so on. It lists specifically recreation, and other extracurricular activities. But then another part of the regulation says that recipients need not provide attendants, individually prescribed devices and readers for personal use or study. I know that says readers but I think the implication might be interpreters for personal use or studies. And I'm wondering specifically about things on campus such as plays or movies which are an integral part of the student campus life and extracurricular activities and certainly recreation. What is your opinion as to whether interpreter services should be provided for these types of activities?

A. Believe it or not, I have never had that question before, and I think it is a very good one. I'm assuming that the recipient is involved in production of, the cost of, or even just giving the housing to a particular play or other activity. Strict interpretation to my mind would say that the interpreter services should be provided. I think it would be a great idea anyway. I would say a strict interpretation would include that. I don't know whether the Office of Civil Rights has a policy on such things or not. I leave it at that; I say yes and let somebody challenge it the other way.

(Comment: D. Huerta)

The whole question gets back to "Does your university want to do this," and not "Does it have to do it?" The university could hire me and say listen, "We want to vigorously enforce 504, what can you do to help us?" I could think of a million things to do to help them vigorously enforce 504. But if they want to comply very very minimally with 504, then they could comply very minimally. So the answer to your question is, I don't think you should put it "do we have to," or "must we". Do you want to do it. If you want to, propose to your administrator that it would be a good idea to get someone in the community who can volunteer to interpret. It won't cost you a nickle. You can do that but when it really becomes an issue is when a deft person or hard of hearing student makes a complaint. "I'm being denied the opportunity to attend these plays because I can't understand what's going on." That's discrimination. But let's hope that it doesn't have to reach that point. Does that answer your question?

Q. No. The reason I asked that kind of question is because it does get back to money. I would like to provide those services for students. But if you say the university, I would like to go back with an answer that says, "Yes, we should do these kinds of things". Preferably I would like to go back with an answer we shall do these kinds of things. Because what I see as a big expense is interpreter services, and that's where the universities will try to cut.

A. (D. Huerta)

Let me ask you this. Is it possible in your community that you could get some volunteers to do it, or is it always strictly money? Is that the only way you can get it? I'm secretary of a group called Friends of the Deaf. I could provide you with an interpreter, maybe not every day, but that's an alternative. It's not always a money issue. If it is a money issue, like in a classroom and you're determined that the only way you can provide this service is to hire someone, fine.

Q. I guess that brings up a problem

or question, or a clarification. A lot of those types of activities are funded through student associations and activities. These activities are selected by students. Would all the activities funded by student government, e.g., concerts, radio stations, all those various types of activities, therefore have to comply.

A. Yes.

Q. So that might require interpreters at concerts and things like that.

A. It could, yes.

Q. Now to the question I wanted to get involves campuses that had groundbreaking prior to the date. I know a lot of campuses faced a lot of financial problems over the last year. If a campus broke ground prior to the date but, for whatever reason, halted construction and now will change the plans for the building, are they required to make the entire building accessible or just that part that they changed?

A. The short answer I would suppose is, that any modifications that are made to that existing structure, post groundbreaking would have to be made with regards to accessibility, maybe not the total structure. The groundbreaking provision, by the way, is a comment appended to the regulations. It is not in the regulations. That raises an interesting point that I would like to address. While Section 504 of the Rehabilitation Act went into effect in 1973, the regulations went into effect June 3 of this year. You've got virtually a four year gap. I can't answer it, but I raise a question about whether or not a court or OCR is going to retroactively apply those regulations in certain instances. I can understand where you can't go back and tear down buildings. I can also make certain exceptions in other areas. My point is that with remedial action, it very specifically says in the regulations that if there is a violation found with regard to remedial action, it affects not only those poeple presently in the program who are being discriminated against; but also it affects those people who are excluded from the program because of discrimination. I don't have an answer for that question. But in regard to what you're talking about in that groundbreaking provision, that very comment might be challengeable.

Q. My question is on the scope of 504. We haven't talked too much this week about psychological impairments and emotional impairments. What I specifically would like an answer to, if you can address it is, does the regulation apply to psychological impairments that manifest themselves in drug addiction, alcohol addiction, etc.

A. The short answer is yes, if it is an impairment that substantially limits one or more of the major life activities or is regarded as such. So, that's the real test. And it does cover drug addicts and alcoholics as you well know.

Q. Do you know of any ruling on that by the Attorney General's office with regard to psychological impairments? I know that schizophrenia, whatever that is, would be included. But what I'm specifically addressing is whether the regulation applies to psychological disorders that manifest themselves in various types of emotional disorder?

A. There is an Attorney General's opinion with regard to drug addicts and alcoholics. I have not seen it, but I know that it exists because it is commented on. David Huerta is going to give me a copy of it. I suppose he'll give you a copy. This is the Attorney General's opinion with regard to whether or not drug addicts and alcoholics are included under Section 504. My answer to you would be that they come under 504 because of the drug addiction or alcoholism or even because of the mental impairment if they fit the criteria. And I think, in most instances, they would. In fact, I can't think of one where they wouldn't. Maybe there is.

Q. But still the bottom line is the "qualified" term.

A. Absolutely. That is so important to remember and stress and stress again. They have to be qualified. It is not an absolute right; just because they are drug addicts or alcoholics, they get to go to school.

Q. Well that's true with anyone,

isn't it?

A. Absolutely.

A. (Huerta)

This question always comes up about the drug addicts and alcoholics. I have been asked maybe a dozen things about this--all kinds of questions. The regulation does not address itself to the cause of any handicapping condition. The cause or causes are irrelevant to the definition or to who is elligible for coverage. Thus, cause or causes are not factors to be considered in the application or implementation of 504. I have heard people advocating all kinds of things. Alcoholism and drug addiction was very controversial. It still is controversial and will remain controversial for emotional reasons, political reasons, all kinds of reasons. I had a city manager of a city ask me, "I want to know why we taxpayers have to assume the burden to support people who through their own irresponsibility have become drug addicts or alcoholics". My response was, "The Attorney General has made a ruling that alcoholics and drug addicts are covered". And that hasn't been challenged yet. This is a law and order country. We believe in enforcing the law. We can't have our cake and eat it too. Congress passed the law. The Office of Civil Rights, as a compliance and investigative agency, has the responsibility to enforce the law. Whether you like it or not is a different issue. And why someone became a drug addict or alcoholic is a different issue. What about the person who was in an automobile accident and through his own fault and irresponsibility became handicapped? You then not cover him?

And I'm going to end by saying that at one time, and still to a certain extent, people for other factors where excluded from programs. Whether it be race, color, natural origin, sex, religion, whatever. And I wouldn't want to see the time that we start deciding the causes of why, who became what, and to start to exclude anyone on that basis. The real issue is human rights and not why you became an alcoholic; why you became a drug addict; why you became a paraplegic; or why you got polio.

Q. Who has the copies of the opinion by the Attorney General. Is there a reference number, or something?

A. It's not a number. It's a letter that Griffin Bell sent to Secretary Califano. It's not a citation, it's a letter.

Q. Do you have the date of the letter?

A. (Huerta)

Yes, I have to look for it in all my stuff.

Moderator (Steve Simon)

I appreciate the questions on drug and alcohol dependency, but let's restrict the questions on 504 as to how it relates to physical disability, please.

Q. Why are you doing that? You are discriminating against--They're covered, you are acting arbitrarily.

A. (Simon)

That's right. But I believe the thrust of the conference has been on physical disability, and I just think that we really could get off base on this. Accept my apologies. Physical disability question?

Q. Our college is a relatively small one, therefore, we lease facilities. Some of those facilities may be private. Now, my question is, because it is a private building site, and they do not receive federal funds, what can we do to get them to make that building accessible if in fact, it is not accessible. Is that our responsibility or theirs?

A. The responsibility is yours. Leases are specifically covered under Section 504. Leasing of private buildings, because you are the recipient of the federal funds. So, what can you do to get them to make it accessible? Tell them you are not going to lease it. If that's not feasible, I honestly don't know what else to tell you to do? You do have the responsibility.

Q. I want to go on record with a personal comment by saying, I think it's improper to limit the questions to physical disability. I think it is a very important point, especially when you speak about the areas of emotional disability, learning disability. This kind of thinking and attitude that has caused our society to have a lot of problems that we are now trying to remediate. However, I will listen to what you've said. I'd like to ask a question. The question is this, we know that many disabled people who come to college, present themselves to college at admission time underprepared. O.K. Now you keep using the word or the legislation or regulations keep using the word "qualified". This bothers me, because when you're talking about a deaf student, a student who received homebound education, very often, you are talking about a student who has been discriminated on at the elementary and secondary level. What happens if a person has potential but does not meet the same qualifications as able-bodied?

A. Yes. The question regards the situation in which a handicapped individual, because of the nature of education they had received prior to trying to get admitted to college, may be inadequately prepared for college. I think your question is with regard to the definition of 504 stipulating "qualified handicapped individual." How do you deal with a situation like that? Two ways. One is nothing is stopping you from starting a program to get these people into your educational system. Two--this is a more legal answer--are you offering programs to nonhandicapped students who have the same sort of subbackground, subeducational backgrounds. If you are, then you can't discriminate against the handicapped person. They are eligible for the same programs."

Q. A quick follow-up. Can you translate this to the deaf students? Deaf students, very bright deaf students, often graduate from high school with reading levels that are far below those of hearing students. Now what happens in a case of a college that does not have a remediation program for able-bodied students? Should the deaf student be denied admission to that college because he can't demonstrate in the usual way that he has the potential to succeed in that institution?

A. I think the question would hinge on what is the usual way. Because the testing or the criteria used for admission of qualified individuals may be discriminatory to a deaf individual on that reading level basis. I'm not an expert in that area, and I really don't know. But if that is the case, then it's somewhat uniform or can be demonstrated to be uniform, that this is a manifestation of the handicapped condition. You might make a case for the fact that they can be admitted because they are "otherwise qualified" which is the actual language of Section 504. Are you following me? I don't have a definite answer to what you are talking about, but I think that's the way to approach it.

Q. I'd like to hear your comments on the Converse College Case. You said you were going to comment on that. First of all, I want to say that at our institution, Cleveland State University, we expect the State Agency to pay for interpreters, but we do provide student transcribers during the class. I was wondering if that would be a role, a type of affirmative aid? So in your comments, could you address the fact that the legislation deals only with interpreters and not other modes of assistance.

Q. Alright, I guess this is an appropriate time. The reason it's only dealing with interpreters is because that was the question that was raised. It is not a class action suit. It was brought by an individual for preliminary and injunctive relief. I don't know if you're familiar or not with the terminology to know what injunctive relief is. But an example is, you go into court and you state somebody is doing something and I want you (the court) to stop it; or the reverse, somebody is not doing something they're supposed to and I want you to enjoin them from not doing it. In other words, to do it. In the Barnes case, this involved a woman who was a teacher. She was hearing impaired, and she was admitted to the summer session program at Converse College in South Carolina. Converse College, as I understand it, is a private school but does receive federal financial assistance as many, many private schools do. Her allegation was that she was being discriminated against because there were no interpreters for the two courses in which she was involved. It was her allegation that the university was to provide her with an interpreter and pay the cost. The university said that they were not responsible for paying the cost. I'm not sure that they were really challenging the provision, but they were certainly challenging paying the cost. This was filed in Federal District Court on her behalf, noted as Barnes versus Converse College. I have a copy of the opinion, and it is always good, being a very paranoid lawyer, to go back to the language. She filed her action for permanent injunctive relief, alleging that the defendant failed to provide the plaintiff with interpreter services. So it was a provision, as well as a cost, under 29USC Section 794, which is the U.S. Code Section for Section 504 and under the regulations. The order, which was filed and everybody has been reading about, was an order involving preliminary injunctive relief. In other words, if you can demonstrate that the harm you are going to receive or suffer is immediate and irreparable, you can get immediate relief. Immediate being rather a term of art in our court system, meaning anywhere from the same day to six months hence. Anyway, the motion was heard in open court on June 27th and was continued until July 5th. At the later hearing, all the testimony was submitted and exhibits and all that sort of stuff. Anyway, she is an English teacher in that school system in South Carolina. She was certified in Deaf Education. I don't know if there's anything else in there that I need to say. She was required, by the way, to earn additional college credits to maintain her out of field permit to teach in the public school. And I think that may become a significant factor in regard to the case on appeal. She had to earn six hours of graduate English credit in summer shcool in order to teach in the fall. That's another factor. So she went to Converse College.

First of all, the court addressed itself to whether or not she was entitled to preliminary injunctive relief, and she satisfied all the tests. The court also addressed itself to the question whether or not she could individually bring the private cause of action in Federal Court, she satisfied all those tests. The court does mention in its decision about the fact that she did have to earn these credits, and that it was a requirement for recertification. They point that out. This is their language I'm quoting, "Therefore, refusal to grant plaintiff relief at this time would defeat any rights she may have under the statute and regulations and by failing to give a fact to plaintiffs' rights would cause her immediate and irreparable injury in the form of loss of employment." The rest of this I almost want to read verbatim, because I really find some of the language of the judge to be somewhat appalling.

> Defendant Converse College would, in this action, be faced with the relatively minor financial damage of an interpreter's fee, which has been estimated at somewhat less than $1,000. Defendant's chief concern, however, is not the cost of the interpreter in this particular action. Defendant's institution which is a privately funded institution in close proximity with the South Carolina State supported school for the Deaf and Blind is justifiably concerned with financial burden which it may ultimately have to bear as a result of compliance with 794 in the future. Although the danger of future expenditures under this statute is not a proper consideration in this lawsuit, this court is most sympathetic with the plight of the defendant as a private institution which may well be forced to make substantial expenditures of private monies to accommodate the federal government's generosity. Converse College is subject to regulations under 29USC Section 794 because it receives federal financial assistance. None of this federal financial assistance, however, was given to Converse College for the purpose of providing auxillary aids for the handicapped. No educational administrator needs to be reminded of the sad fact that federal money means pervasive, bureaucratic federal control. And for pervasive, tyrannical, bureaucratic federal control, the Department of Health, Education and Welfare knows no equal or superior. It is ironic that its (Converse College) students and benefactors may now be forced by the Federal Government to shoulder a substantial financial burden to provide special services for any handicapped person who should choose to go to Converse College.

> This is not to say that this court is not entirely sympathetic with the spirit of federal legislation which encourages the expansion of opportunities for the handicapped. This is merely to say that if the federal government in all its wisdom decides that money should be spent to provide opportunities for a particular group of people that government should be willing to spend its own money for such purposes and not require the private educational institutions to use their limited funds for such purposes. Despite the obvious inequities inherent in the enforcement of this regulation with respect to private institutions, there has been no challenge to its validity and this court is bound by law to give it effect. Under the requirements set up by the Fourth Circuit, etc., etc. It is equally clear that the plaintiff is entitled to preliminary relief. Therefore, the defendant, Converse College, will procure and compensate a qualified interpreter of its choosing for the purpose of assisting the plaintiff in her summer school classes. The plaintiff will post a security bond of $4,000 pending the final outcome of this litigation pursuant to rule 65C Federal Rules of civil procedure. And it is so ordered.

That is fairly common practice in injunctive relief because what you are saying essentially is somebody is infringing on your rights. In order for the courts to balance the equities, they often times make the person making the allegation post the bond. That is to prevent frivolous types of actions and suits against other people. The fact that it is a double indemnity bond, since the estimated cost would go no higher than $2,000, its a double indemnity bond, that may be a provision in the court system itself or it may be that this judge is acting out.

Q. On that court action, Converse College versus Barnes, why can't they go back to the Rehabilitation Act and have that person reopen the case and have the Rehabilitation Agency provide interpreter service.

A. What do you mean go back and reopen the case?

Q. Well, I'm sure that this lady at one time probably went through college on rehabilitation.

A. I don't know, I don't even know if that was tried. Was it tried? Somebody knows.

Comment (Martha Redden)

It was tried, and they said that since she already was employed, she didn't qualify which is debatable, by the way. Nevertheless, there was a ruling made so she had that ruling to go with.

Q. The question I have Tom, relates directly to one of the comments in the opinion of the judge. And also, a comment made--several comments made--by one of the presenters yesterday in a Section on "Who Pays for What". His statement was very similar to what the judge said, and that is, if the government mandates 504 of the Vocational Rehabilitation Act of 1973, then why shouldn't the federal government be responsible for paying for it? I guess it's something like, he who names the piper, pays the tune! At any rate, does not the constitution mandate the responsibility of education upon the states and is it not the role of the federal government in subsidizing education one of a voluntary form of assistance, irrespective of the fact that the government may indicate and mandate upon the state certain conditions of use of that public assistance.

A. One clarification, he is addressing the fact that the judges comment with regard to if the federal government is going to have legislation like Section 504, why don't they fund it. You made a comment does not the constitution mandate that the states are to provide education. The federal constitution is silent with regard to education. Traditionally, historically, and that does carry weight in a court of law, it has always been the state's responsibility to educate. I think you, more than anybody else, may be familiar with PL 94-142. The opening statements of the purpose of that act recognized the fact that it is the state's responsibility to educate under its own laws and under their own constitutions. But the federal government, when it gives money, has the right to append certain conditions for the granting of that money. And this is what they are doing. The very fact of the existence of 504 is based on the fact that they (federal) are giving money to these institutions. By virtue of that fact, they have the right to expect those institutions not to discriminate. That is the key and that is what I think he (judge) has totally missed under Section 504. The reason that I read from that opinion and quoted from it is because I didn't want you to think that I was the one who is coloring that opinion. His attitude and that decision I think he speaks the attitude of a lot of people. It is a very patronizing attitude with regard to the handicapped and it does not clarify, and in fact clouds, the true issues. Because he is thinking in the terms of money.

Q. Of course, I agree with everything you have said, but the bottom line of it all is, that there are institutions out here who do not have the money to do the things that are necessary to comply with 504. Absent any evidence of poor intentions or lack of good will, they just don't have the money. They do have the deadlines, however, and they do have the handicapped people pressing upon their doors. What do you think are the probabilities that there would be some relaxing of those deadline dates by which compliance must be 100 percent enforced? If the institution can show that they have exercised goodwill in attempting to comply.

A. David might be able to answer this better than I would. My opinion is that Secretary Califano has indicated that he is going to use common sense in applying 504 regulations. To my mind, if you're at a small institution where there are a small number of handicapped students applying or already admitted, and you're having financial problems, I suspect that they are going to be more than willing to relax them. I hope that they don't relax them to the detriment of the students. I think that there are things that can be done. I don't know what because I'd rather be confronted with specific situations and try to work with it creatively. But in my opinion, which you asked me, yes, I do think that is going to be some--whether they are called waivers or not--that is what they will be in effect. Also, I think that along the lines that you're talking about, you people should be aware of that there is a bill introduced in Congress recently by Congressman Jeffers. It is an appropriations bill for six billion dollars. A one shot deal for Section 504, and I believe that it is approximately 40 percent of that monies is to be allocated to educational institutions, if it ever gets through and is ever appropriated. If you have an interest in getting some money under Section 504, I would suggest you get behind Congressman Jeffers and his bill.

Q. Do you have the number of the bill?

A. No, I'm sorry I don't have it with me. Write Congressman Jeffers' Office or call him.

Q. There are some people who are familiar in this area who are not in favor of Congressman Jeffer's bill, simply because they feel that it terrifically underestimates the cost and once you get congress fixed in or locked in on the given dollar equivalent, you never get it changed.

A. You are right. Martha, go ahead. You obviously want to address this.

(Redden)

The Jeffer's ammendment may be an attempt to shelter the 504 Regulations. Many of us feel supporting the Jeffers' ammendment or any astronomical figure like that, will only serve to destroy the law. So it's very important, that before you support anything like that, that you investigate very clearly all the implications.

The thing that we must do, is to get estimates of what actual costs have been. Because of all of the estimates that are floating around are just stacked. There's too much to show that it can be done. And if you trace all of the estimates back to it's source, you will find that it is a person or a group who fault the regulations ever being signed that present the high cost figures. And it is really critical that that be clear to the people or the universities won't support that.

A. One of the reasons why I have not gotten into the financial impact of 504, is that very reason. Because the figures are high in the sky or totally absurd in most instances. And I think that it is a red area. People are trying to put these out as scare tactics as opposed to any realistic estimates. You said that you had a question?

Q. The question is, the whole issue of private cause of action. Will an individual be able to file complaints or sue a college or university individually using the 504.

(Tape Interrupted)

A. There is a case in Philadelphia that is involving both Section 503 and Section 504, an employment case in which after the act (503) was passed but prior to the regulations being signed, a complaint was filed based on employment both under 503 and 504. The court got it, 503 regulations were signed. The court has now said that they must go back and exhaust their administrative remedies. At the time 504 regs had not yet been signed, I hope I'm not losing you. The 504 regulations had not been signed yet, now they are signed. I do not know whether courts are now going to fall back on the exhaustion of administrative remedies problems and say you've got to exhaust. One of the ways in which you get around the exhaustion of administrative remedies, is to show that they are futile. No matter what you complain about to the agency enforcing the complaint, they are not going to be able to resolve it. In the education area, I don't know about higher education, but certainly in the lower education area, I think there is an argument to be made, that if the Office of Civil Rights admits that it is not going to be able to get to all of its complaints, for a time, that that is detrimental to the education of the child or the person involved, and there is an immediate and irreparable harm and, therefore, you should be able to go directly to court. That's my theory, it hasn't been tested yet. It is based on some existing law and is there to be used, but I simply don't have a clear answer. Right now there is a case in West Virginia which involves a spina befida child in elementary education. There were no regulations signed at the time the action was brought under Section 504, the court said, yes, there is a private cause of action and they cannot discriminate. They cannot exclude that child from shool. There are a bunch of transportation accessibility cases that have been filed that are still going on in which the court has said, yes, there is a private cause of action. The Barnes' case which was decided after the 504 regulations were signed did not raise the question of exhaustion of administrative remedies and the court said that there was a private cause of action. I would rely very heavily on this case right now for arguing that there is. That you can reach the courts.

Q. Would that hold in the Converse College versus Barnes case?

A. That's my argument relying on the judges argument. You have to remember though that one district judges decision has no official impact on any other district judges opinion. They are not bound by it. It does establish precedent, but does not have to be followed.

Q. Do you have a document number on that Philadelphia case or any other citation?

A. The employment case? I don't think I have it with me. It's called Drennon versus Philadelphia General Hospital. Anyway, I guess the long and the short of it is that right now I would still keep trying to go into court but I think that you might eventually get faced with this exhaustion problem.

Q. I'd like to make a comment and get a reaction to it. Regarding interpreter services, the question was raised earlier about using a scribe in lieu of interpreting services. My initial reaction is, I think that all students who take notes normally, haven't benefitted deciding what is important in class and what isn't. I would think that a person who is using an interpreter could make that decision for themselves and that where an individual who has to trust another individual to make that decision is being discriminated against.

A. My reaction to that would be, it may very well be right and I share that. I never could read any of my friends' notes and make any sense out of them when I was in school. You may very well be correct. The Barnes' opinion that I just read did say though that the college could hire the interpreter, a qualified interpreter of its choosing. I would hope, and I have been stressing here in my prepared remarks and throughout this extemporaneous commentary, that a college or university would work with that student in choosing whoever it was that was either going to interpret or work with. That would be my comment back to you. If someone was assigned to you to take notes, and somehow or other you could document that the notes were useless, to my mind, that was a useless assignment of an interpreter.

Q. As a point of information, how can the National Center for Law and the Handicapped be helpful to individuals who want to make out a law suit.

A. I generally don't like to talk too much about the National Center for Law and the Handicapped. I feel like I'm advertising. But let me tell you a little about it. The National Center for Law and the Handicapped is about five years old now. And has a multifarious reputation. That's the easiest way I can state that. It is a small staff, don't let the "National" fool you. We're national in terms of scope, in the sense that we handle concerns and situations across the country. In fact, we even had inquiries from Singapore and the Virgin Islands, Puerto Rico and places like that. It is a staff of five attorneys and a publications staff. It is basically a resource center. There is no way in the world that five attorneys could take on the number of lawsuits that come through our doors and that we're requested to take. We try to limit ourselves to cases of national significance, cases that are going to have a broad sweeping importance. We generally limit ourselves to filing what are called amicus curiae briefs, i.e., friend of the court briefs. We've been very active in the area of transportation accessibility. We have not been so active in the area of education because there are a number of other organizations and legal entities that really do have a better grasp of the situation and are filing suits. There is the Education Law Center in Philadelphia and Newark, and there is the Center for Law and Education in Cambridge. There are several other public interest groups. I think the best use of the National Center is as a resource center. We also have a publication, it is called the Amicus. It comes out bimonthly and it does attempt to track developments in the area of the handicapped, all handicapping conditions. It does report on litigation and significant legislation as well as rule making processes, as well as some other developments that are going on in the area. It is free, which makes it enticing to get. If you would like to get it, I have a yellow pad down here, you can put your name and address on it and you will be put on the mailing list. We do have a special education report that we have put out which is a compilation of the last two editions of Amicus which you can also get. If you want this special education report, in addition to getting the regular magazine, indicate it, and the Center will send it to you. It's just called "Special Education Report". There is an article in that Special Education Section by Eric Gentile on Michigan State's program. Also in the next issue of Amicus, we are going to be covering Section 504. My point is if you want the magazine, you may get it free of charge for right now. Our subscription list is growing tremendously. We may have to go, because of cost, to charging a minimum fee, but right now it is free.

Q. Would you give them the toll free number, Tom?

A. 1-800-348-2240 (National Center for Law and the Handicapped)

Q. I'd like to comment on the question which was asked and a question on my own. As a project officer, I do know that they do everything Tom said plus, they also provide another kind of service for those of us who have had an education and that is, they translate into civilian language the "legalese" that they use. And this is very, very important. I think that's one of the distinctive features about the National Center for Law and the Handicapped. They take very complex legal issues and they describe it in terms that normal people use. My own question, is an instance, Tom, in which an institution says to its residents who are handicapped, "You are required either because of fire regulations, whatever, to live on the first, second, or third floor. You are not allowed to live on the 8th floor of this ten story building." Would that be considered in violation of either the letter or spirit of 504? Particularly, if that institution should make claim that fire and safety factors are the reason for taking that position.

A. For those of you who didn't hear the question, if a university or an institution claimed that because of the fire or safety codes a handicapped person was required to live in a specific area, namely like the first floor of a dormitory or something akin to that, is it in violation, if not the letter of 504 or at least the spirit of it. My only response to that is that I would have to go behind that rationale and take a look at the fire and safety codes and see whether or not (1) the university is telling the truth, which in some instances they have been known to stretch it; and (2) whether or not that fire and safety code has a rational relationship to the prohibition that it enforces. The statute or rule itself could be discriminatory which gives me the opportunity to speak to another claim. Don't rely solely on 504. A lot of states now are developing human rights legislation or whatever they wish to call it. You might have a quicker and better claim under your own states law than you would by going under Section 504. Keep that in mind. Don't rule out the possibility of getting into state court or into the state complaint process under their human rights or handicapped act or whatever. State legislature has a funding responsibility in education, as well, so you might be covered at that level. Don't rule out that possibility. It may be quicker.

Q. The dorm thing reminds me of a situation that I've had at a university where we lived on the first floor of the dorm for fire regulations. And for another reason, we had an elevator that often did not work. You must take the low bid. That does not mean it has to work. They have tried to be specific to putting things on it. Is there a solution for this? Does 504 help us?

A. I'm not sure that 504 helps you. I would suggest that you politicize yourself and get some new people elected to your legislature. I know that is a somewhat naive answer, but I think that is a resource that you have. Bidding processes I have no control over. However, you know, with regard to that you might have, individually, some torte claims that would really set some people on their ears if an elevator was the cause of any sort of injury. The fact that you can't get in the elevator might be discriminatory.

Q. This refers to the list of questions that were circulated at the beginning. What special records should be kept on disabled students and under who's control? I'd appreciate a brief response to that question.

A. I answered that at the beginning. I suppose you probably weren't there. The brief answer was none, and if there are to be any special records, then they should be under the control of the person, or at least the handicapped people should have access to them. I can't think of any rationale for keeping such records. If you give me one I would be happy to respond to it, but I really can't think of a rationale.

Q. One reason is a program to receive federal support must document their work.

A. That's a reason.

Q. I'd like to comment on a statement you made earlier Tom. It smacked a little bit of the kind of attitude that we had prior to Brown versus the Board of Education. That is in terms of athletic activities, I think I hear you say that institutions can offer athletic activities on a separate but equal basis.

A. I didn't use that phrase. They can offer separate facilities and separate activites but the bottom line is they cannot prevent or prohibit a handicapped student from trying out for the regular, the non-handicapped student activities. It is only when the situation is such that for whatever reason they can't participate in those programs or activities, they may offer separate programs and activities or separate facilities. They have to be justified and have to be equally effective as the nonhandicapped program.

Q. Could you give me an idea of what proportion of private post-secondary institutions would be affected by the 504? Are there any notable exceptions? In other words, private schools that are well known, that do not receive federal funds.

A. Correct me if I'm wrong, and I don't know if this is a notable exception, but I think Monticello College in Illinois prides itself on the fact that it takes no federal money. Bob Jones Bible College does not take federal assistance. David or Mel Ladson might be able to answer that better than I. I honestly don't know the proportion, but I suspect it grows smaller every year.

Response (Mel Ladson)

It will cost you less than a dollar to send a letter to each one that does not receive federal assistance.

Q. I have another question. There is a section in 504 that says you don't have to make waiver or course or programmatic adaptations if it's related directly to licensing requirements. I have noticed that some licensing requirements might be discriminatory in themselves, particularly in the State of Ohio. And I don't think they have changed it since last Fall. At least last Fall, they said that you couldn't be certified unless you had no physical defects. And that's in the certification statement that our Dean of the College of Education has to sign. Now, a couple of years ago we were interpreting that very literally. Consequently, our handicapped students had great difficulty getting into the College of Education. I keep running into the word "health." I need help in trying to deal with this.

A. The question regards waivering of academic requirements or degree requirements. The regulations specify that if certain courses or requirements are required or mandated because of licensing requirements that they are deemed not to be discriminatory. I think what they are referring to is that they are not deemed being discriminatory in a sense that the school offers them. In terms of the actual licensing requirements you may be able to challenge. The problem is who is going to challenge it? It is a question of standing. If you haven't completed all the requirements in order to get the license the court might say you don't have standing in order to challenge licensing requirement itself. They may be challengable under state discrimination laws. One way in which to attack the problem would be simply drawing this type of attention to the legislature and getting those licensing requirements amended, on the basis of inconsistency. Now there are some legal ways that you might be able to get into court and challenge those licensing requirements even without standing. But, quite frankly, it would be a real problem.

Q. There has been mention during this conference Title VII of Higher Education Act, 1965, Part E. On August 12, 1977, proposed rules on reconstruction and remodeling were published. You can now apply for contracts or grants for remodeling/reconstruction for three purposes, one being accessibility. Are they proposed rules or final rules?

A. The question regarded construction and renovation grants under the Education Amendments of 1976 which amended the Higher Education Act of 1965, I think, whatever. It's the Education Amendments of 1976 where the provision lies. It amends the previous act. The statute is in effect, and it allows for appropriations for the Commissioner to grant grants for the renovation of and reconstruction of higher education facilities in order to comply with the Architectural Barriers Action of 1968 as amended in 1971. They have published in the Federal Register on August 12--now there was a previous publication, this is the latest one--a notice of proposed rule making. They are requesting comments and suggestions that should be filed no later than September 26, 1977. Do you all know what the Federal Register is? How many do not know what the Federal Register is? If you know what the Federal Register is and you've got access to it some way, this is where all rules and other announcements from grant agencies have to be published in order to become effective. There are also announcements of meetings and things of this nature that are contained in the Federal Register. It is good resource material, even though it tends to be very dull reading. The August 12, 1977--I grabbed this on the way out of my office--I have not read them yet, but basically it says Title VII of the Higher Education Act of 1965 as amended authorizes programs of grants and loan assistance to public and private institutions of higher education for the construction of higher education academic facilities. This is under Part E as you said. The purpose of the renovation and reconstruction is to be:

> (1) Economize on the use of energy, (2) bring facilities into conformance with the Architectural Barriers Act of 1968 (making facilities accessible to the handicapped), (3) bring facilities into conformance with health and safety or environmental protection requirements mandated by federal, state or local law.

Then they go into the commentary and then the actual requirements. I'd suggest that it might be valuable to read these.

Q. Has there been an appropriation?

A. This is the authorization. To my knowledge Congress has not appropriated a dime.

That concludes our session for this morning. Thank you Tom and thank you all for your cooperation and participation. I hope you all have a safe trip home.

Survey Report and Evaluation

INSTITUTIONAL SURVEY REPORT

A consideration of this conference was to determine the level of services for disabled students that now exists. A preconference survey (see Appendix II) was conducted for this purpose. One hundred seventy six (176) postsecondary institutions were surveyed. Ninety two (92) or 52 percent of those surveyed participated by completing and returning the survey form. Of those returning the form 7.6 percent were vocational schools, 23.9 percent were two years only, 20.7 percent were four years only and 45.7 percent offered both graduate and undergraduate degrees.

Respondents represented all sizes of institutions. Approximately 41 percent had a student body that is less than 10,000; 18.5 percent were between 10,000 and 20,000; 19.6 percent were between 20,000 and 30,000; 4.3 percent were between 30,000 and 40,000 and; 4.3 percent were over 40,000. About 12 percent did not indicate their size.

The results of the survey indicated that the following conditions exist in relation to the special needs of disabled students:

1. Seventy-three percent of postsecondary institutions have a committee to review the physical plant for architectural barriers.

2. Only 40 percent felt that their campus was free of architectural barriers.

3. Ninety-six percent reviewed all new building plans to insure compliance with state and federal laws that established minimum standards for barrier free design.

4. Eighty-four percent of institutions surveyed operated an office for disabled or handicapped students. Seventy-seven percent of such offices were a function of the administration of the institution.

5. A separate budget for services, however, existed in only 58 percent of the institutions surveyed.

6. Academic support services, such as special library materials, test proctoring, etc., were available in 77 percent of the responding institutions.

7. Fifty percent of the respondents provided on campus housing for the disabled students while 53 percent provided for off campus housing.

8. Only 29 percent provided on campus transportation and 31.5 percent provided off campus transportation utilizing accessible vehicles.

9. In 55 percent of the institutions surveyed there exist services to meet special health needs with services that included attendant care and special equipment such as wheelchairs.

10. Of those surveyed 88 percent indicated that all program activities, including extracurricular activities, were open to disabled students and 47 percent indicated that they have special extracurricular programs explicitly for disabled students.

11. Special courses which provide for personal growth and insight of disabled students existed in 25 percent of the institutions and 47 percent operated special remedial courses to improve academic skills.

12. Forty-five percent of the institutions indicated that special efforts

were made to place disabled student graduates in jobs.

13. Outreach programs for potential disabled students were operated by 58 percent of the respondents.

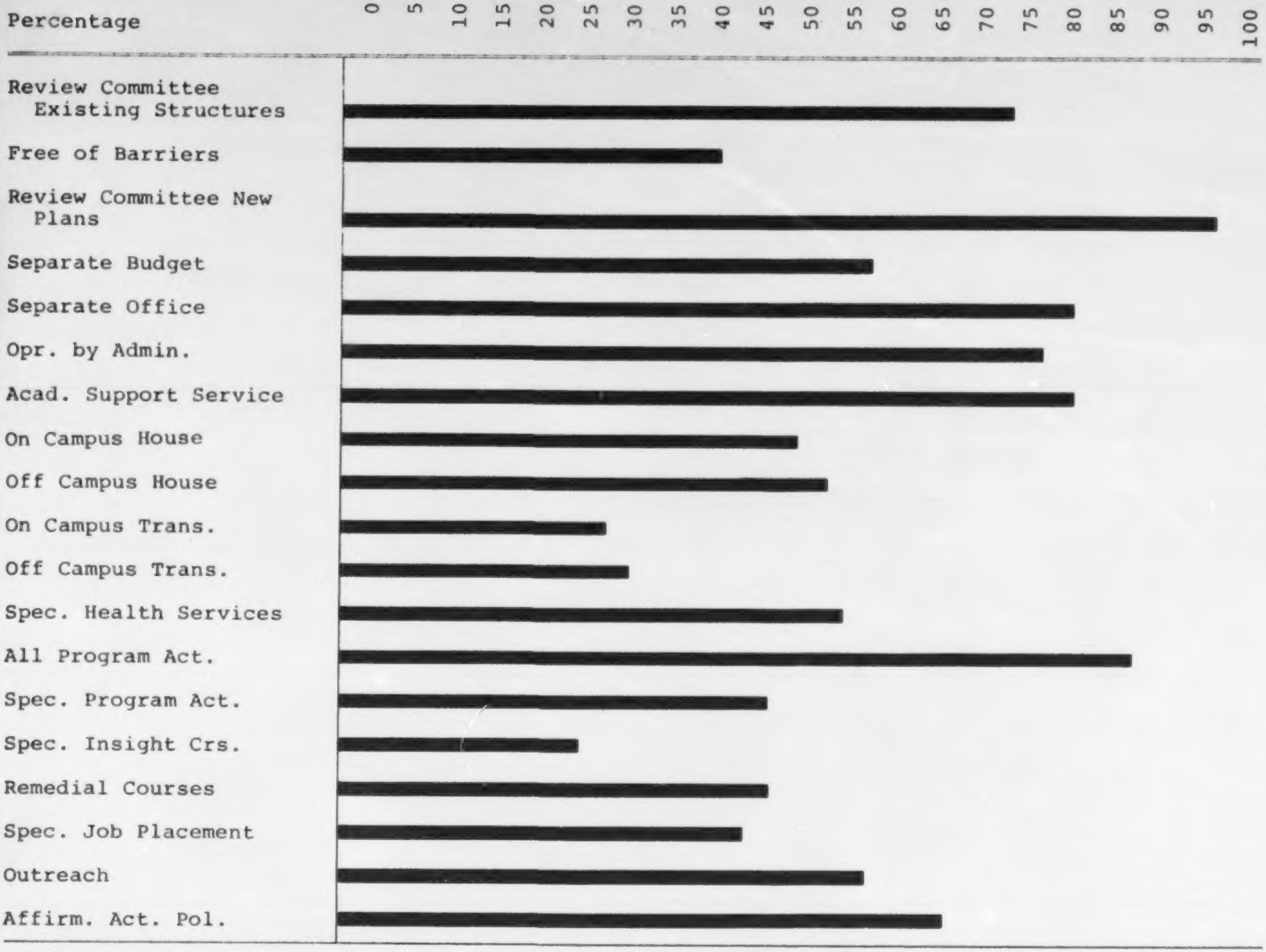
14. Affirmative action policy statements were in existence in 65 percent of the institutions surveyed.

The graph illustrates the state-of-the-art as of August 1977.

An examination of the survey results indicates that a considerable amount of response is being made to a population whose needs have only been broadly recognized for a relatively short period of time. The areas dealing with architectural barriers and establishment of special program offices, as well as program accessibility, appear to be receiving the most attention. Transportation, personal growth courses along with job placement seem to be receiving the least attention. All of the other areas included in the survey such as housing, health services, remedial courses and outreach programs are receiving attention from approximately 50 percent of the respondents.

Additional studies should be conducted to determine the need for increased levels of service in many of the areas included in this survey.

The reader must be cautious in drawing conclusions and/or generalizing from these results because the sample selection was not random.



State-of-the-Art as of August 1977

CONFERENCE EVALUATION SUBMITTED BY MEMBERS OF THE SUMMARY CONFERENCE

Background

Equality of access for handicapped persons through functional accessibility to programs and activities is a major concern to postsecondary institutions across the country. Although this concern was brought to the fore by the issuance of regulations for Section 504 of the Vocational Rehabilitation Act of 1973, it is important to note that handicapped students were enrolled and programs were accessible at different kinds of institutions prior to legislative action. Equally important, this conference was planned before the rules and regulations implementing Section 504 were issued.

This national conference, recognized as the first of its kind, was developed and planned to meet many needs. On the one hand, ininstitutions which had existing programs for handicapped students were starving for additional information and desired a forum through which they could exchange information and ideas. On the other, there were institutions without programs who wanted to plan and implement a program but knew neither "where" nor "how" to begin.

The idea of a national conference was initiated at a meeting of 35 individuals in October, 1975, who met to discuss ways of improving services for the disabled students on their campuses. The idea was given form and direction by Pat Marx, Director, Handicapped Student Services, Wright State University who developed a proposal as an extension of the existing regional education program grant funded by the Bureau of Education for the Handicapped. Wright State was selected to host the conference because of its comprehensive service program, its architectural accessibility and most importantly, its demonstrated longstanding commitment to the needs of handicapped individuals.

The conference was designed by the Planning Committee to explore a variety of issues which affect the postsecondary education of persons with physical disabilities. The thrust of the conference did not attempt to develop a "how to" approach, but rather, was designed around the theoretical basis of "why."

Specifically, the objectives were five fold:

- to identify and determine the level and quality of present service delivery systems for students with physical disabilities at the postsecondary level;
- to identify needs that are not currently being met and to suggest procedures and resources for meeting these needs;
- to develop the rationale for the establishment of existing and proposed programs and services;
- to provide an analysis of the role of federal, state, institutional and individual responsibilities; and
- to provide for the dissemination of the conference results to specific target groups for the purposes of planning and evaluation.

The conference was planned around a work session format. Presenters, each proficient in one particular area, gave their perspectives on a particular topic, not as a final answer to the issue, but as a stimulus and reference point for discussion. The work session format was designed to elicit from the participants their knowledge and experiences on each topic. It was discovered that this exchange flooded over the confines of the formally planned sessions on an informal basis.

There was a significant interplay between the formal and informal sessions of the conference. Individuals, disabled and ablebodied, shared ideas, experiences and concerns around the common goals of equality of access and the development of quality programming which would enable each handicapped person to optimally actualize his/her potentials. Participants were observed discussing mutual concerns between sessions, in the corridors, over meals, and often into the late hours of the evening. This unique "esprite de corps" was refreshing to participate in and observe. It clearly added an additional dynamic dimension to the conference and greatly facilitated the accomplishment of the planned objectives.

Findings

While there were many persons with disabilities participating, the major criticism of the conference was the low representation of handicapped students (consumers). The fact that the conference was held during the summer may have been a factor. Additionally, the limitation on the number of participants was clearly a factor. It was recommended that there should be a cross-sectional representation of disabled students at all future conferences. These students would participate as presenters, moderators as well as discussion leaders.

The planned objective of developing a rationale for services for handicapped students was not accomplished completely. The Summary Conference participants discussed this objective at length and finally concluded that the issuance of the 504 regulations after the conference was planned, but prior to the actual conference, served to diffuse this objective. Section 504 regulations only require minimum accessibility. This minimum requirement falls short of the goal that was proposed by individuals who have been involved for some time in developing programs for the disabled. Their goal is to enhance present programs so that full equality of access is realized and the attainment of career and personal goals by the disabled is maximized. Perhaps this same objective could be accomplished in more depth at a later conference.

Based on the data collected, future conferences should be planned using a similar format. Ninety-seven percent of the participants indicated that the conference format was suitable. Recommendations for future conferences included:

- fewer concurrent sessions
- more repetition of sessions for maximum access
- more emphasis on work sessions

Information on topics for future conferences was requested on the evaluation sheet. Responses of 80 individuals representing different schools indicated the following topic priorities:

• attitudes	60%
• academic services	57%
• remedial education	35%
• accessibility	32%
• housing	30%
• transportation	30%
• recreation	26%
• health services	23%

Several participants suggested that additional emphasis should be given to the "how to" of service delivery systems. There was also some indication that participants want to have at least some time for legal, political, and organizational brainstorming.

The conference has facilitated the compilation of data on the identification of needs through the work sessions and evaluation forms completed by 80 participants representing postsecondary institutions. What was being done elsewhere compared to what was not being done at a participant's institution served to help identify what needed to be done.

The conference format, both the formal and informal components, facilitated the identification of different areas of needs, interest and programming on an individual basis. Participants, cognizant of their institution's needs, sought out resource people for information and/or an exchange of ideas. Based on the survey data, 50 percent of the respondents felt that attitudes compose the single most important need on their campuses. This is the topic that individuals suggested as the priority topic for future conferences. Thirty-five percent of the respondents rated accessibility as their primary problem in integrating handicapped persons while 23 percent felt academic services needed more attention.

Housing, transportation, remedial education, recreation, and health services were ranked as the first problem by fewer than 6 percent of the respondents.

Forty percent of the respondents indicated that their present institutional written policies are inadequate in terms of meeting the needs of the handicapped student. All of these individuals indicated an intent to facilitate better policies following the conference.

Sixty-three percent of the respondents indicated that they are actively seeking funds to develop and/or improve service programs. Ninety-nine percent responded that they intend to seek additional funds.

Of most significance relative to the conference evaluation, 87 percent of the respondents indicated they have a better understanding of the problems of handicapped persons as a result of their participation in the conference.

The quality of the present service delivery systems was not evaluated at this conference. It is debatable whether a conference is the most appropriate vehicle to achieve this objective. Perhaps this objective can be met by site visits after uniform standards are developed and an evaluative instrument is constructed. However, when the quality of programs is assessed, it is important to have doubled students' input at all stages.

The analysis of the role and responsibilities at the federal, state, institutional and individual levels was addressed in the question and answer sessions following each topic presentation and in the work sessions. The follow-up committee reviewed transcripts and summaries of these sessions and is proposing specific recommendations for each group. The conference proceedings include a summary containing the results of the analysis of the individual and collective responsibilities of each group.

There is a great amount of interest, nationwide, in the results of this conference. Participants, as well as nonparticipants, have requested copies of the conference proceedings. These proceedings have been compiled in a uniform format and will be mailed to all who attended the conference and will be made available to others on request.

Summary

Though the five objectives of this conference were ambitious, it was the overwhelming opinion of the participants that the conference was a tremendous success. At this point, we are elated at how much has been accomplished, but must face the reality that we have only broken the surface. It is clear that more conferences are needed.

Finally, we wish to express our deepest gratitude and appreciation to the Bureau of Education for the Handicapped for providing the funds which made this conference possible, and to Pat Marx, who through her persistence, dedication and commitment to the education of disabled students saw this conference through to fruition.

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Supervisor, Program for the Visually Impaired
Columbus Technical Institute
550 E. Spring St.
Box 1609
Columbus, Ohio 43216

WILSON, CHARLES E., SR. GEORGIA
Affirmative Action Officer
West Georgia College
Maple Street
Carrollton, Georgia 30117

WOODS, ANDREW WASHINGTON, D.C.
National Alliance of Blind Students
301 G St. S.W., Apt 112
Washington, D.C. 20024

CONFERENCE EXHIBITORS

HANDICAPPED DRIVING SYSTEMS
Subsidiary of Dayton Vans, Inc.
490 Windsor Park Dr.
Dayton, Ohio 45459

HELPER SALES CORP.
P.O. Box 473
Stuart's Draft, Virginia 24477

EVEREST & JENNINGS, INC.
1803 Pontius Ave.
Los Angeles, California 90025

J. T. POSEY CO.
39 S. Altadena Dr.
Pasadena, California 91107

BATHING AIDS TO THE HANDICAPPED
P. O. Box 1956
Greeley, Colorado 80631

NATIONAL ASSN. OF SOCIAL WORKERS, INC.
1425 "H" St., N.W.
Suite 600
Washington, D.C. 20005

THE ALEXANDER GRAHAM BELL ASSN. FOR THE DEAF, INC.
3417 Volta Place N.W.
Washington, D.C. 20007

SEX INFORMATION & EDUCATION COUNCIL OF THE U.S.
137-155 N. Franklin St.
Hempstead, New York 11550

NATIONAL MULTIPLE SCLEROSIS SOCIETY
Western Ohio Chapter
2926 Stanley Ave.
Dayton, Ohio 45404

ARTHUR L. CASTOR
Business Service
1409 W. 156th St.
Compton, California 90220

NATIONAL REHABILITATION ASSOCATION
1522 K St., N.W.
Washington, D.C. 20005

NATIONAL COUNCIL OF THE YMCA
291 Broadway
New York, New York 10007

SPEEDY WAGON
4105 Old Highway 94 South
P.O. Box 159-A
St. Charles, Missouri 63301

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
Ohio ACLD
333 W. National Rd.
Englewood, Ohio 45322

THE AMERICAN PHYSICAL THERAPY ASSOCIATION
Ohio Chapter, Inc.
1583 Perry St. - Room 308
Columbus, Ohio 43210

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION & RECREATION
1201 16th St. N.W.
Washington, D.C. 20036

INTERNATIONAL ASSOCIATION OF PARENT OF THE DEAF, INC.
814 Thayer Avenue
Silver Springs, Maryland 20910

INTERPRETERS

ADKINSON, JEAN
1530 Hillside Dr.
Dayton, Ohio 45432

BUNDY, JUDY LYNN
234 Gilbert Ave.
Fairborn, Ohio 45324

HARMON, CYNTHIA D.
4848 Maple Ave.
Centerville, Ohio 45459

HUTCHISON, FREEDA
6030 Layne Halls Ct.
Englewood, Ohio 45322

HOLLAR, JAN
317 Dean Dr.
Farmersville, Ohio 45325

LLOYD, MARVIS
R.R. #1, Shaw Rd.
Union, Ohio 45322

MILLER, DORIS J.
416 Lewiston Rd.
Kettering, Ohio 45429

MULLIN, DARLENE
947 Ferndale
Dayton, Ohio 45406

PARKER, EVELYN
2707 Rockledge Trail
Dayton, Ohio 45430

SMITH, BRUCE A.
3704 W. Siebenthaler
Dayton, Ohio 45406

STECK, SANDRA S.
544-D Corona Ave.
Kettering, Ohio 45419

ALPHABETICAL LISTING BY INSTITUTION/AGENCY

"Achievement" Newspaper
10310 S.W. 41st St.
Miami, Florida 33165

University of Akron
Spicer Hall
302 E. Buchtel Ave.
Akron, Ohio 44325

University of Alabama
P.O. Box 1935
University, Alabama 35486

University of Alabama
Office of Student Development
University Station
Birmingham, Alabama 35294

Alabama Law Institute
P.O. Box 1425
University, Alabama 35486

American Association for the Advancement of Science
1776 Massachusetts Ave. N.W.
Washington, D.C. 20036

American Association of Community & Junior Colleges
One Dupont Circle N.W., Suite 410
Washington, D.C. 20036

American Council on Education
One Dupont Circle
Washington, D.C. 20036

University of Arizona
College of Education, Room 104
Tucson, Arizona 85721

University of Arizona
Arizona Health Sciences Center
Room 223A
Tucson, Arizona 85724

Ball State University
Student Center B-13
Muncie, Indiana 47306

Bathing Aids to the Handicapped
Box 1956
Greeley, Colorado 80631

Bellevue Community College
3000 Landerholm Circle
Bellevue, Washington 98007

Boston University
775 Commonwealth Ave.
Boston, Massachusetts 02215

Bowling Green State University
Room 440 Student Services Building
Bowling Green, Ohio 43403

Boyce Campus
Community College of Allegheny
595 Beatty Rd.
Monroeville, Pennsylvania 15146

Brigham Young University
A-209 ASB
Provo, Utah 84602

Bronx Community College
633 Olmstead Ave. 8N
Bronx, New York 10473

Bureau of Education for the Handicapped
Room 3121 Donohoe Building
4000 Maryland Ave. S.W.
Washington, D.C. 20202

Bureau of Services for the Blind
3489 Mill Run Dr.
Dayton, Ohio 45432

Bureau of Vocational Rehabilitation
603 Reibold Building
117 S. Main St.
Dayton, Ohio 45402

Bureau of Vocational Rehabilitation
4911 Spruce Hill Dr.
Canton, Ohio 44718

University of California at Davis
101 Silo Recreation Center
Davis, California 95616

Center for Education for Non-Traditional Students (CENTS, Inc.)
731 21st Ave. S.
P.O. Box 49
Minneapolis, Minnesota 55454

Central Michigan University
Mt. Pleasant, Michigan 48859

Central State University
Box 455
Wilberforce, Ohio 45384

Chicago City-Wide College
209 N. Michigan Ave.
Chicago, Illinois 60601

University of Cincinnati
2900 Woodside Place
Mail Location #122
Cincinnati, Ohio 45221

Cincinnati Technical College
3520 Central Parkway
Cincinnati, Ohio 45223

Clark Technical College
570 E. Leffels Lane
Springfield, Ohio 45505

Cleveland State University
1983 E. 24th St.
Cleveland, Ohio 44115

University of Colorado--Denver
Campus
1100 14th St.
Denver, Colorado 80202

Columbus Technical Institute
550 E. Spring St.
Box 1609
Columbus, Ohio 43216

Committee on Youth Development
Presidents Committee on
Employment of the Handicapped
Washington, D.C. 20210

Community Service Society of
New York
105 E. 22nd St.
New York, New York 10010

Council of Exceptional Children
1920 Association Dr.
Reston, Virginia 22091

C.S. Mott Community College
1401 E. Court St.
Flint, Michigan 48503

Cuyahoga Community College--Eastern
Campus
25444 Harvard Rd.
Warrensville Township, Ohio 44122

Dayton City Commission
103 W. Third St.
Dayton, Ohio 45402

City of Dayton Human Relations
Council
40 S. Main St., Suite 721
Dayton, Ohio 45402

University of Dayton
300 College Park Ave.
Dayton, Ohio 45469

Des Moines Area Community College
2006 S. Ankeny Blvd
Ankeny, Iowa 50021

Disability Services' Action Council
27 Alhambra Court
Columbus, Ohio 43201

Division of Vocational Rehabilitation
160 N. Lasalle St.--Room 1020
Chicago, Illinois 60601

Division of Vocational Rehabilitation
P.O. Box 665
Logan, West Virginia 25601

Dyke College
1375 E. Sixth St.
Cleveland, Ohio 44114

Eastfield College
3737 Motley Dr.
Mesquite, Texas 75150

Edgecliff College
2220 Victory Parkway
Cincinnati, Ohio 45206

Edinboro State College
Edinboro, Pennsylvania 16444

Emporia State University
12th & Commercial
Emporia, Kansas 66801

Facilities Development, U.S.O.E
167045 Ellis
South Holland, Illinois 60473

Florida State University
212 Bryan Hall
Tallahassee, Florida 32306

Florida Technological University
P.O. Box 2500
Orlando, Florida 32816

Ft. Steilacoom College
9401 Farwest Dr. S.W.
Tacoma, Washington 98499

Gallaudet College
Ely Hall Room 117
Washington, D.C. 20002

University of Georgia
Athens, Georgia 30602

Grand Rapids Jr. College
143 Bostwick N.E.
Grand Rapids, Michigan 49502

Hacienda-LaPointe Unified School
District
15359 E. Proctor Ave.
City of Industry, California 91745

Harris Teachers College
3026 Laclede Ave.
St. Louis, Missouri 63103

Hocking Technical College
Nelsonville, Ohio 45764

Hofstra University
Room 211 Memorial Hall
Hempstead, New York 11550

University of Houston
4800 Calhoun
Houston, Texas 77009

University of Illinois at Chicago
Circle
Student Counseling Service
Box 4348
Chicago, Illinois 60680

Indiana University
Maxwell Hall
Bloomington, Indiana 47401

Indiana-Purdue University
1201 E. 38th St.
Indianapolis, Indiana 46205

University of Iowa
131 Iowa Memorial Union
Iowa City, Iowa 52242

Johnson County Community College
Quivera Rd. At College Blvd.
Overland Park, Kansas 66210

Kent State University
106 Kent Hall
Kent, Ohio 44242

University of Kentucky
Room 9, Alumni Gym
Lexington, Kentucky 40506

Laguardia Community College
31-10 Thomson Ave.
Long Island City, New York 11101

Lakeland Community College
Mentor, Ohio 44060

Lewis & Clark Community College
Godfrey, Illinois 62035

Library of Congress
Division of Blind and Physically
Handicapped
10 First St. S.E.
Washington, D.C. 20540

Long Island University
University Plaza--Brooklyn Center
190 Willoughby St.
Brooklyn, New York 11201

Long Island University
Universtiy Plaza
Brooklyn, New York 11201

Loraine County Community College
1005 North Abbe Rd.
Elyria, Ohio 44035

Los Angeles Community College District
2140 W. Olympic Blvd - Suite 531
Los Angeles, California 90006

University of Lowell
125 West Haven Rd.
Manchester, New Hampshire 03104

Macomb County Community College
14500 12 Mile Rd.
H-311-6
Warren, Michigan 48093

Marquette University
1217 W. Wisconsin Ave.
Milwaukee, Wisconsin 53233

University of Massachusetts
Boston Harbor Campus
Boston, Massachusetts 02125

University of Massachusetts at
Amherst
227 Whitmore
Amherst, Massachusetts 01003

Massachusetts State Department of
Education
Education Specialist III
1551 Osgood St.
North Andover, Massachusetts 01845

Medgar Evers College
1150 Carroll St.
Brooklyn, New York 11225

Metropolitan Technical Community
College
13202 "I" St.
Omaha, Nebraska 68137

Metropolitan State College
1006 11th St., Box 9
Denver, Colorado 80204

Miami Dade College
11380 N.W. 27th Ave.
Miami, Florida 33167

Miami University
Warfield Hall
Oxford, Ohio 45056

University of Michigan
2211 Michigan Union
Ann Arbor, Michigan 48109

University of Michigan
326 E. Hoover St.
Ann Arbor, Michigan 48109

University of Michigan
2211 Michigan Union
Ann Arbor, Michigan 48109

Michigan State University
W402 Library Building
East Lansing, Michigan 48824

University of Minnesota
102 Administration Building
Duluth, Minnesota 55812

University of Minnesota
503 Morrill Hall
100 Church St. S.E.
Minneapolis, Minnesota 55455

University of Minnesota
214 Social Science Building
Minneapolis, Minnesota 55455

University of Missouri
125 Gentry Hall
Columbia, Missouri 65201

Montgomery College
51 Mannakee St.
Rockville, Maryland 20850

Moraine Valley Community College
10,900 S. 88th Ave.
Palos Hills, Illinois 60465

National Alliance of Blind Students
301 G St. S.W., Apt 112
Washington, D.C. 20024

National Alliance of Businessmen
Manager, Jobs for Vets
225 S. Main St.
Dayton, Ohio 45402

National Center for Law & the
Handicapped
1235 N. Eddy
South Bend, Indiana 46615

National Federation of the Blind
Student Division
Dupont Circle Building
1346 Connecticut Ave. N.W.
Suite 212
Washington, D.C. 20036

National Technical Institute for
the Deaf
One Lomb Memorial Dr.
Rochester, New York 14623

New River Community College
Drawer 1127
Dublin, Virginia 24084

State University of New York
99 Washington Ave.
Albany, New York 12246

State University of New York
149 Goodyear Hall
3435 Main St.
Buffalo, New York 14214

State University of New York
University Union--2nd Floor
Binghamton, New York 13901

State University of New YOrk
Central Staff
99 Washington Ave.
Albany, New York 12211

State University of New York - Albany
Office of Student Life CC 130
1400 Washington Ave.
Albany, New York 12222

State University of New York at
Binghamton
Binghamton, New York 13901

University of North Dakota
Student Opportunity Programs
Box 8256 University Station
Grand Forks, North Dakota 58202

University of Northern Colorado
Candelaria 31
Greeley, Colorado 80639

Nothern Illinois University
Dekalb, Illinois 60115

Northeastern University
401 Stearns Center
Boston, Massachusetts 02115

University of North Dakota
Box 8256--University Station
Grand Forks, North Dakota 58202

Oberlin College
Peters Hall 105
Oberlin, Ohio 44074

Office of Civil Rights
100 Van Ness
San Francisco, California 94102

Office of Civil Rights
Department HEW
Washington, D.C.

Office for Handicapped Individuals
Department HEW
Washington D.C. 20201

State Library of Ohio
65 S. Front St.
Columbus, Ohio 43215

Ohio Rehabilitation Services
Commission
4656 Heaton Rd.
Columbus, Ohio 43229

Ohio State Universtiy
1971 Neil Ave.
Columbus, Ohio 43210

Ohio University
Baker Center 309
Athens, Ohio 45701

Orange Coast College
2701 Fairview Rd.
Costa Mesa, California 92626

Owens Technical College
Caller No. 10,000
Toledo, Ohio 43699

University of Pittsburgh
507 Schenley Hall
Pittsburgh, Pennsylvania 15260

Princeton University
3006 Nassau Hall
Princeton, New Jersey 08540

Purdue University
Hovde Hall
West Lafayette, Indiana 47907

Queensborough Community College
Library Building, Room L311
Bayside, New York 11364

Ramapo College
505 Ramapo Valley Rd.
Mahwah, New Jersey 07430

Rehabiliation Services Administration
Chicago Regional Representative
300 S. Wacker Dr.
Chicago, Illinois 60606

Richmond Center for the Deaf
J. Sargeant Reynolds Community
College
108 E. Grace St., P.O. Box 12084
Richmond, Virginia 23241

Rio Grande Community College
Rio Grande, Ohio 45674

Rutgers University
53 Washington St.
Newark, New Jersey 07102

St. Paul Technical Vocational
Institute
235 Marshall Ave.
St. Paul, Minnesota 55102

San Diego Community College District
4033 Ruffin Rd.
San Diego, California 92123

San Diego Mesa College
7250 Mesa College Dr.
San Diego, California 92111

University of Scranton
1480 Bills Dr.
Xenia, Ohio 45385

Schoolcraft College
186000 Haggerty Rd.
Livonia, Michigan 48152

Seattle Community College
1801 Broadway
Seattle, Washington 98122

Seton Hall University
South Orange, New Jersey 07079

Sinclair Community College
444 W. Third St.
Dayton, Ohio 45402

Southern Appalachia Consortium
Southern Union State Jr. College
Wadley, Alabama 36276

Southern Illinois University
at Carbondale
Carbondale, Illinois 62901

Southwest State University
Marshall, Minnesota 56258

State University College
Plattsburgh, New York 12901

Technical Education Research Center
44 Brattle St.
Cambridge, Massachusetts 02138

Texas Institute for Rehabilitation
& Research
105 Drew
Houston, Texas 77006

Thomas Nelson Community College
P.O. Box 9407
Hampton, Virginia 23670

Tufts Rehabilitation Institute
Tufts-New England Medical Center
Box 337 - 185 Harrison Ave.
Boston, Massachusetts 02111

University of Utah
160 University Union
Center for Handicapped Students
Salt Lake City, Utah 84112

U.S. House of Representatives
Honorable Clarence J. Brown
Washington, D.C.

Valpar Corporation
655 N. Alvernon, Suite 108
Tucson, Arizona 85711

Veterans Administration
Psychology Trainee
Brown Hospital, Ward 7
4100 W. Third St.
Dayton, Ohio 45428

Virginia Community College
P.O. Box 1558
Richmond, Virginia 23212

Washington State University
Pullman, Washington 99163

Washington University
Lindell at Skinker
St. Louis, Missouri 63130

Wayne State University
450 Mackenzie Hall
Detroit, Michigan 48202

Weber State College
3750 Harrison Blvd.
Ogden, Utah 84408

West Georgia College
Maple Street
Carrollton, Georgia 30117

West Virginia University
Room 320 A, Special Services
Building
Morgantown, West Virginia 26506

Western Michigan University
2510 Student Services Building
Kalamazoo, Michigan 49008

Wichita State University
Project TOGETHER
Box 81
Wichita, Kansas 67208

Winters National Bank
40 N. Main St.
Dayton, Ohio 45402

Worcester Public Schools
21 Auburn Street
Framingham, Massachusetts 01701

Wright-Patterson Air Force Base
Dayton, Ohio 45433

Wright State University
Dayton, Ohio 45435

Appendix

Appendix I

THE DISABLED STUDENT ON AMERICAN CAMPUSES: SERVICES AND THE STATE OF THE ART

August 21-25, 1977

A National Conference Sponsored by Wright State University

Sunday, August 21, 1977

2-8 pm	Registration, Ramada Inn Lobby or Wright State University Residence Hall Lobby
6-8 pm	Integrating the Arts, Creative Arts Center A reception and presentation on methods of integrating individuals with disabilities in art, dance, drama, and music. Presenters: Wright State University Committee on Arts for Handicapped Individuals and National Committee on Arts for the Handicapped
7:30-9 pm	Orientation to Disability, University Center--155B and C A discussion of basic terminology related to common disabling conditions. Intended for persons with limited experience. Presenter: Dr. Perry Hall, Director, Rehabilitation Education, Wright State University
8 pm	Dinner, University Center

Monday, August 22, 1977

8-9 am	Registration, University Center Lobby
9-10:15 am	Opening Session, Medical Sciences Auditorium Introduction: Pat Marx, Conference Coordinator Welcome: Dr. Robert Kegerreis, President, Wright State University Keynote Address: "Postsecondary Education and the Disabled Student: A Focus on the Future" The Honorable Clarence J. Brown, U.S. Representative
10:15-10:30 am	Break
10:30-11:30 am	General Session, Medical Sciences Auditorium "Guidelines for Program Operation: A Focus on Principles" Presenters: Dr. Fred Fay, Tufts University; Thomas Shworles, City Colleges of Chicago Moderator: Sharon Bonney, University of Iowa
11:30 am-1 pm	Lunch, University Center Exhibitors, Medical Sciences 035
1-2:45 pm	Concurrent Work Sessions on "Guidelines for Program Operation"

Session	*Facilitator*	*Room*
A	Nancy Brower	Medical Sciences 206
B	Al Watson	Medical Sciences 208
C	Cindy Kolb	Medical Sciences 212
D	Peter McCabe	Medical Sciences 214
E	Steve Simon	Medical Sciences 216
F	Jim Bennett	Medical Sciences 220
G	Barbara Hummel	University Center 041
H	Virginia Aldape	University Center 155C
I	James Tariano	University Center 045
J	Andrea Schein	University Center 155B

2:45-3 pm Break

3-4:45 pm Concurrent Sessions

1. "Planning for Architectural Accessibility," Medical Sciences Auditorium

Presenter: Alfred DeGraff, Boston University

Moderator: John Sasuta, Facilities Development, U.S.O.E.

Work Sessions: Medical Sciences Rooms 212, 214, 216, 220

2. "Planning for Programmatic Access on the Residential Campus," Fawcett Auditorium

Presenters: Judy Taylor, Michigan State University; Thomas McCauley, Southwest State University

Moderator: Al Watson, University of Michigan

Work Sessions: Fawcett Hall Rooms 206, 208, 218, 222

3. "Planning for Programmatic Access on the Commuter Campus," Oleman Auditorium 112

Presenters: Colleen Fix, Miami-Dade Community College; Dr. George and Laurie Potter, Ramapo College

Moderator: Warren King, Southwest State University

Work Sessions: Oleman Hall Rooms 112, 119, 125, 132

5 pm Bus leaves for Ramada Inn

6 pm Downtown Dayton Reception, Pavillion Room, Ramada Inn

Sponsored by Winters National Bank

Introduction: Dan Kaufman, Vice President, Winters Bank

Welcome: City Commissioner Charles Curran

Tuesday, August 23, 1977

9-10:15 am General Session, Medical Sciences Auditorium

"Short and Long Range Planning for a Comprehensive Service System"

Presenter: Dr. Kent Kloepping, University of Arizona

Moderator: Nancy Brower, Ohio State University

10:15-
10:30 am Break

10:30-noon Work Sessions on "Short and Long Range Planning"

Session	*Facilitator*	*Room*
A	Nancy Brower	Medical Sciences 206
B	Al Watson	Medical Sciences 208
C	Cindy Kolb	Medical Sciences 212
D	Peter McCabe	Medical Sciences 214
E	Steve Simon	Medical Sciences 216
F	Jim Bennett	Medical Sciences 220
G	Barbara Hummel	University Center 041
H	Virginia Aldape	University Center 155C
I	James Tarlano	University Center 045
J	Andrea Schein	University Center 155B

Noon-1:30 pm Lunch, University Center

Exhibitors, Medical Sciences 035

1:30-3:15 pm Concurrent Sessions

1. "Preadmission/Admission Counseling," Medical Sciences 208

Presenters: Joel Bryan, University of California-Davis; Thomas Johnson, LaPuente Valley Adult School and Valley Vocational Center

Moderator: Barbara Hummel, University of Missouri-Columbia

2. "Housing, Attendant Care and Activities of Daily Living," Medical Sciences 214

Presenters: Robert Thacker, Emporia State University; Steve Simon, Wright State University

Moderator: Cindy Kolb, Wayne State University

3. "Transporation, Parking, Driving Instruction," University Center 155B

Presenters: Sharon Bonney, University of Iowa; Dick Maxwell, Ohio State University

Moderator: Jeff Vernooy, Wright State University

4. "Interpreter Service/Note Taking," Biological Sciences 136

Presenter: William Otis, Columbus Technical Institute

Moderator: Virginia Aldape, Southwest State University

5. "Library Service and Testing," Medical Sciences 206

Presenters: Andrea Schein, University of Massachusetts; Evelina Smith, Kent State University-Trumbull Campus

Moderator: Fraddie Peaco, Library of Congress

6. "Course Modifications/Adaptations and Waivers," University Center 155C

Presenters: Elizabeth Fetter, Eastfield College; Lorraine Cusick, Hofstra University

Moderator: Martha Redden, American Association for the Advancement of Science

7. "Career Planning and Placement," Medical Sciences 212

Presenters: Ron Blosser, Southern Illinois University; Santiago Lebron, Valpar Corporation

Moderator: Craig Rider, Wright State University

8. "Special Services for the Academically Underprepared," University Center 041

Presenters: Al Watson, University of Michigan; David Rice, Edinboro State College

Moderator: James Tarlano, Veterans Administration

9. "Physical Education and Intramural Athletics," University Center 045

Presenter: Yvette Peck, Wright State University

Moderator: Warren King, Southwest State University

10. "Homebound Instruction," Biological Sciences 234

Presenter: Barbara Froehlich, Queensborough Community College

Moderator: Gwen Callas, Kent State University

3:15-3:30 pm Break

3:30-5 pm Repeat Concurrent Sessions

Wednesday, August 24, 1977

9-10:30 am Concurrent Sessions

1. "The Institution as a Change Agent," Medical Sciences Auditorium

Presenter: Dr. Robert Mehan, Gallaudet College

Moderator: James Tarlano, Veterans Administration

2. "The Handicapped Ethnic Minority," Oelman Auditorium 109

Presenter: Georgia McMurray, New York Community Service Society

Moderator: Gwen Callas, Kent State University

3. "The Role of Special Studies Programs on Attitude," Oelman Auditorium 112

Presenter: Dr. Al Pimental, Gallaudet College

Moderator: Barbara Froehlich, Queensborough Community College

4. "The Institution and the Disabled Student: A Student Perspective," Fawcett Auditorium

Presenters: Jack Martin, University of Washington; Victoria Adkins, Graduate, W. Virginia University; Dan Kaufman, Graduate, University of Dayton

	Moderator: Raymon Byrd, Ohio State University
10:30-10:45 am	Break
10:45 am-12:30 pm	Repeat Concurrent Sessions
12:30-2 pm	Lunch, University Center
	Exhibitors, Medical Sciences 035
2-3:15 pm	Concurrent Sessions
	1. "Program Evaluation: A Model," Medical Sciences Auditorium
	Presenters: Guy McCombs, Arlington, Virginia; Kay Adams, Center for Vocational Education
	Moderator: Al Watson, University of Michigan
	2. "The Role and Function of Research," Oelman Auditorium 112
	Presenters: Rozelle Boyd, Indiana University; Lex Frieden, Texas Institute for Rehabilitation and Research
	Moderator: Peter McCabe, Office of Handicapped Individuals
	3. "Financing: Who Pays for What," Oelman Auditorium 109
	Presenters: Dr. David Smith, Arizona Health Services Center; Julie Morrissey, Ohio Rehabilitation Services Commission
	Moderator: Jim Bennett, Office of Civil Rights
3:15-3:30 pm	Break
3:30-4:45 pm	Repeat Concurrent Sessions
6 pm	Cocktail Hour, University Center
7-10 pm	Banquet, University Center
	Comments: Pat Marx, Conference Coordinator

Thursday, August 25, 1977

9 am-noon	General Session, Medical Sciences Auditorium
	"The Law, the Legal System and the Consumer"
	Presenter: Tom O'Donnel, National Center for Law and the Handicapped
	Moderator: Steve Simon, Wright State University
12:15-1:30 pm	Lunch, University Center
	Physical Education Building facilities will be open for conference attendants from 8:30-10 pm on Sunday, Monday, and Tuesday.

Appendix II

PRECONFERENCE SURVEY FORM

____
name of institution

____

____
address

____
person completing form/position

Type of institution:

Vocational technical	______
2 year	______
4 year	______
Graduate	______
Residential	______
Commuter	______

Student enrollment ____________

I. Accessibility

Please confer with campus plant management officials in responding to the following:

A. Is there a committee on your campus that periodically reviews physical plant in relation to the needs of the disabled?

_____ yes _____ no

B. Do you consider your campus to be free of architectural barriers (elevators in all multi-story buildings, ramped or ground level entrances, doors 32" or wider, modified restrooms, etc.)?

_____ yes _____ no

C. Are new building plans reviewed to insure compliance with state and federal laws establishing minimum standards?

_____ yes _____ no

II. Special Services

A. Does your institution have an office for disabled or handicapped students?

_____ yes _____ no

B. If yes, is the office part of the administration as opposed to student operated?

_____ yes _____ no

C. Is there a separate budget for service to disabled students?

_____ yes _____ no

D. Are academic support services available to disabled students (e.g., taped library materials, adapted physical education programs, testing, modified laboratories)?

_____ yes _____ no

E. Is housing for disabled students available?

1. on campus:

_____ yes _____ no

2. off campus:

_____ yes _____ no

F. Are provisions made for transporation of disabled students (e.g., modified buses)?

1. on campus:

_____ yes _____ no

2. off campus:

_____ yes _____ no

G. Does your institution provide for special physical and health needs of disabled students (e.g., attendants, special equipment such as wheelchairs)?

_____ yes _____ no

III. Program

A. Are all programs including extracurricular activities open to disabled students?

_____ yes _____ no

B. Are there special extracurricular programs explicitly for disabled students?

_____ yes _____ no

C. Are there special courses for disabled students designed to provide insight and personal growth for disabled students?

_____ yes _____ no

. . . courses for remediation?

_____ yes _____ no

D. Are special provisions made for job placement of disabled graduates?

_____ yes _____ no

IV. Policies

A. Are special efforts made to attract disabled students to your campus?

_____ yes _____ no

B. Is there an Affirmative Action policy statement concerning disabled students in any official university publication?

_____ yes _____ no

Appendix III

POSTCONFERENCE SURVEY FORM

____

name of institution

____

address

____

person completing form/position

Type of institution:

Vocational technical ______
2 year ______
4 year ______
Graduate ______
Residential ______
Commuter ______

Student enrollment ______

Based upon the presentations and discussion sessions you have attended during this conference, please respond to the following:

1. Do you feel that your institutions written policies are adequate?

   ______ yes ______ no

2. If your institution has no such policy do you intend to encourage the development of a policy statement?

   ______ yes ______ no

3. Do you feel that your institution is forcefully seeking funds for progams?

   ______ yes ______ no

4. Do you intend to actively engage in seeking additional funds for a stronger program?

   ______ yes ______ no

5. Do you feel that your understanding of the problems has increased significantly?

   ______ yes ______ no

6. Do you intend to work more forcefully to develop an outreach program at your institution?

   ______ yes ______ no

7. Please rank order the following according to your feelings of their importance in receiving attention at your institution (in ascending order with No. 1 being most important):

   A. Housing ______
   B. Health Services ______
   C. Accessibility ______
   D. Remedial Education ______
   E. Transportation ______
   F. Attitudes ______
   G. Academic Services ______
   H. Recreation ______

8. Which of the above areas should be the basis for future conferences? _______

9. Do you feel that this conference format was suitable?

_____ yes _____ no

10. In the event of future conferences, please indicate the format you feel most desirable.

____

____

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